THE JOURNAL OF EDUCATION

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Number 3

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Contents for March, 1940

WORLD AT LESSONS 77
- Tenure as a Racket
- Trade Between States
- Imagination
- Latest Neighborliness
- Youth and "Mr. Smith"
- Far From Communistic

TOTALITARIAN TERMITES 79
Arthur A. Schoolcraft

ENRICHING THE READING PROGRAM 81
Mattie B. Fry

SECURITY 82
Worth McClure

HOW SHOULD TEXTBOOKS BE SELECTED? 83
Answers by Superintendents

AWARDS IN STORY CONTEST 85

EXTRA CURRICULAR 86
Marjorie H. Thorpe

CHILDREN AID CHILDREN 87
Ruth E. Annis

CLOCKS AND THE SCHOOLS 88
Willis A. Sutton

STUDENT AID IN OUR HIGH SCHOOLS 89
E. W. Butterfield

BOOKS, BUSINESS AND BUDGETS 90
Hector L. Belisle

TENURE BRINGS A CHALLENGE 91
Edwin C. Waggener

A LETTER-WRITING EXPERIMENT 93
Helen Vosatka

ROBIN HOOD GOES TO TOWN 94
Dorothy Ann Rust

IT SEEMS TO ME 96
Byron C. Kirby

ALL IN THE DAY'S WORK 97
Everett V. Perkins

EDUCATIONAL HORIZONS 98
Randall R. Penhale

THE NEWS DIGEST 99

BOOK REVIEWS 104

GRINS BETWEEN GRINDS 107

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The Editors Say . .

We bring you an issue without the word "Democracy" appearing in any major headline. Yet you will find a number of sidelights on the safeguarding of democracy from perils and enemies. Our very first article, "Totalitarian Termites," is one of the most penetrating, we have yet seen on certain dangers to the state and to individual liberties. Be sure to read "Totalitarian Termites." And for more on the same general theme, turn to E. W. Butterfield's warning on the educational implications of the aid young people are receiving from NYA. (See "Student Aid in our High Schools" on page 89.)

▼

Another of our Advisory Editors, Willis A. Sutton, takes a fling at so apparently harmless a thing as *clocks*. Allowing for a little pleasant exaggeration, you still may agree that here is matter to be taken seriously.

▼

We welcome the return of Randall Penhale's "Educational Horizons" after an absence of several issues.

▼

The awards in our Short Story Contest and the story that won first prize are printed on pages 85 to 87.

▼

If you are a teacher—are you a Leader or a Driver? Test yourself by the little chart provided by Everett V. Perkins in his "All in the Day's Work" this time. There's magic in it.

▼

Our correspondent, the Young Superintendent has asked us to thank his experienced colleagues who replied in our February Journal to his query about the selecting of textbooks. Still other replies are printed this month and we believe many superintendents, young and old, will profit from the two-issue symposium.

▼

The many appreciative letters drifting in to us from readers are not only an encouragement, they serve as lighthouses to help us steer our course. We thank you.

ACROSS THE AGES

The Story of Man's Progress

By LOUISE I. CAPEN
Head of Social Department
Barringer High School
Newark, N. J.
891 pages illus. $2.20

INSTEAD of stressing "dates of wars, and deaths of kings" and presenting history in the traditional way, this new book traces the general world progress from the earliest times down to the present. It is a social, civic history in harmony with the growing trend in 9th and 10th grade history-teaching.

ORIGINAL in design it consists of 18 units the first three presenting the ground work on which civilization is built—geography, population-spread and nation-development. Each of the next fourteen units gives a vivid, swift-moving story of such fundamental concepts as agriculture, shelter, transportation, religion, art, education, medicine, science, government, etc. The final unit merges these together and weaves them into the world situation today.

THE CRISP, easy style, the numerous fascinating pictures and up-to-date maps in bright colors make the book appeal strongly to young people.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

VOLUME 123 BOSTON, MARCH, 1940 NUMBER 3

EDITORIALS:

World at Lessons

Tenure As A Racket

If tenure laws are to be retained upon statute books, they must be applied in good faith by school authorities; and teachers themselves must demonstrate that they can uphold the highest professional standards despite the sense of security which such laws have given them.

On the latter point Edwin Waggener writes thoughtfully in this issue. He draws attention to the dangers inherent in security—the dangers of relaxed effort, of treating educational opportunity as a mere job and thus breeding disrespect for the profession.

Instances have occurred of late in which school boards, fearing a political upheaval which would sweep them out of office, have hastened to vote tenure to newly appointed superintendents, principals or other members of the staff without waiting for the three-year or longer interval prescribed by law for establishing proof of a school employee's character and ability.

By studying the laws under which these tenure votes have been taken, states' attorneys may discover that the letter as well as the spirit of such laws has been violated. Tenure was provided as a means of preventing unscrupulous politicians from ousting good teachers without valid cause. It must not become a tool in the hands of politicians to make the schools their racket. In one instance, a Republican board gave premature tenure to a high school principal, and the Democratic board which succeeded to office shortly afterward returned the favor by electing a new superintendent and placing him on tenure almost immediately.

Laws should be amended if necessary to prevent such abuses of a device invented for totally different purposes.

The public has a right to demand of its elected boards of education that they serve the educational interests of the children, not that they use their positions to plant their friends and henchmen in life jobs.

And the public, in the long run, will have its say and its way in this important matter.

Trade Between States

Tariffs were once an innocent-looking means of protecting domestic industry from foreign competition. But later they turned out to be a cause of higher living costs, of international ill-will, of retaliation and even of wars.

We have here in the United States—or we did have until recently—the world's finest example of a free-trading area across state boundaries. States are forbidden by the Federal Constitution to erect tariff walls against one another. But on the pretext of health, quarantine or the enforcement of sales taxes a vast number of regulations have arisen which have all the effects of tariff walls. Of course the same evils follow these restrictions that have occasioned so much trouble between nations. Some local industry is protected—but at the expense of local consumers who pay higher prices, while neighboring states build similar defences.

Shall this trade war be allowed to grow in complexity and intensity, and in harmful consequences to all the people?

Education of the American public to demand unhampered interchange of goods and services among the states is obviously needed. Possibly before this can take place the Federal government will feel obliged to step in.

Imagination

Imagination is generally regarded as important enough so that teachers should try to cultivate it in their pupils. But why? Is it solely to open the child's eyes to beauty—to develop a mental playground? No doubt there is value enough in such use of the imagination to justify attending to it nurture.

But there is a greater and more practical value to imagination. This is in the ability it gives the possessor to put himself in the other person's place and figure out what he would do and how he would feel. This might be called "sympathetic imagination." Every one needs this in all relationships of life. Employers and employees need it in their dealings with each other. School officers and teachers

need it in their relationships with one another and with young people. The salesman needs it in high degree—and every one must at times be able to sell either himself, his wares or his ideas to other people.

At least half the ethical formula known as the Golden Rule is composed of imagination; the other half being the willingness to subordinate one's own desires to making the other person happier. Certainly the person without imagination cannot do as he would like to be done by, because he cannot visualize himself in the other's place.

Without straining the point too greatly, we might even conjecture that the acts of aggression occurring on the world stage in a supposedly civilized age could not have occurred if certain nations and their leaders had developed their imaginations as much as they have tried to twist and dwarf them.

Latent Neighborliness

An old fashioned snowstorm and blizzard which blanketed most of the northeastern states in mid-February and paralyzed traffic warmed the hearts of many people. Horses and sleighs were brought out of hiding and seemed to laugh at their modern rival, the motor car, as thousands of the latter stood at ridiculous angles along the highways, waiting to be shoveled out.

City dwellers who normally rode to work in automobiles were forced to walk or to crowd the trolleys if these were moving.

The phenomenon universally remarked upon was the good natured friendliness of the crowds. Neighbors who usually greet one another with mere nods, if at all, fell to conversing. Young people on skis slipped over to call on friends a block or two distant whom they had not seen for months.

When there is no emergency to bring out this latent neighborliness, what becomes of it and why?

The automobile must take a large measure of the blame. This vehicle of speed has, no doubt, promoted visits between relatives and friends in widely separated communities, often to the neglect of those next door or just across the street. Young mothers who, in an earlier day, would have wheeled their babies up and down the sidewalks for the daily airing—meeting other mothers similarly occupied—nowadays plunk their infants into closed cars and are off to distant places.

Horse and buggy times are definitely past, of course, and most of us are glad to accept the conquest of mileage which the automobile has brought. But we may as well admit the fact that something of sociability departed from our lives when old Dobbin and his owner who greeted every leisurely passerby, known or unknown, with an affable "Good morning," were shouldered off the roads.

Youth and "Mr. Smith"

The trouble with a movie like "Mr. Smith Goes to Washington" is that it leaves a distorted and exaggerated impression of our nation's politics. Crookedness does exist in the legislative halls of Washington, and many bills are passed because of unworthy and selfish motives. But there are many men of high purpose down there—men having the needful degree of intelligence to accompany their high principles and make them effective for the nation.

Thousands of young citizens from the schools will visit Washington this spring, as thousands have done each year for a generation past. Should they become sophisticated before they start by seeing how "Mr. Smith" conducted an aimless filibuster from an empty head and a good heart—and how a sinful colleague broke down and confessed his wickedness? Or shall these boys and girls be allowed a little of the romance and glamor that still surround the nation's capital when one is seeing it for the first time?

Haven't we enough good citizens holding aloof from politics because they believe it sordid, without our pointing out to young Americans that right and decency are doomed to failure in that important area of civic activity?

If "Mr. Smith Goes to Washington" is seen, let it not be swallowed without chewing.

Far from Communistic

When Massachusetts State Commander Wilfred E. Jacobs of the Veterans of Foreign Wars charged that communistic clubs or equivalent groups masking under other names are operating in Girls Latin and other Boston high schools (as quoted in the daily press and in this magazine for February) he evoked a swift and convincing refutation from Headmaster Ernest G. Hapgood of the school specifically mentioned. Mr. Hapgood's vigorous denial follows:

"The statement that communistic organizations and clubs are operated in this school is to the best of my knowledge and belief utterly without foundation. There are not now and never have been any such organizations operating in this school. In all our work we stand for democracy and for Americanism of the first order. We deplore and discountenance 'isms' of any sort other than Americanism. In our teaching of democracy we have stood four-square against all the forms of government commonly known as totalitarian. Not only are there no clubs organized or tolerated in the school for such purposes but our pupils as a whole show by their speech, conduct, reactions to school standards, and their discussions in the classroom and in extra curricular groups that they are firm believers in the sound essential principles of democracy."

Totalitarian Termites

Four "isms" that bore our democracy from within are brought to view in this sharp-sighted article.

ARTHUR A. SCHOOLCRAFT
Professor of Secondary Education
West Virginia Wesleyan College
Buckhannon

TERMITES would do little damage if they worked openly. They could then be detected and destroyed before much damage was done. They are serious pests only because they work under cover, boring from within, and leaving only a deceptive shell which eventually collapses. Totalitarianism has made masterful use of termite tactics in its attack on democracies. Austria, Czechoslovakia, Spain, and Danzig are notable examples.

Our own democracy is hardly in danger of a totalitarian invasion from without. But it is threatened by totalitarian termites within, subversive principles and practices which in the interest of the democratic way of life must be detected and "liquidated."

◆

The first of these is obscurantism, the principle and practice of fearing, evading, concealing truth, of obstructing knowledge, of seeking bliss in ignorance. Obviously this is one of the fundamentals of totalitarianism, with its rigorously censored radio, press, and pulpit, its prescribed and propagandized curriculum, and its degradation of science to the level of dogma and myth, as in the sphere of racial anthropology.

But obscurantism is wholly alien to democracy, which as a form of government presupposes, in the words of Washington, "that public opinion should be enlightened." It was clear to Madison that "a popular government without popular information . . . is but a prologue to a farce or a tragedy, or, perhaps, both." Jefferson knew that "if a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be."" Nevertheless, obscurantism has always had its champions among us. In the whole realm of sex, for example, the principle of obscurantism has prevailed. Ignorance is bliss. Even "a little knowledge is a dangerous thing." Such a malady as syphilis was until the present decade usually subjected to obscuration to the extent of banning the very word in all circles except the medical and the lewd. In the realm of government, the legislature of Tennessee has attempted by law to prevent the teaching of evolution, one of the basic principles of modern science. Congress for some years banned the subject of communism from the schools of the District of Columbia, and did it at a time when it was vitally important that we learn the truth about communism. All such obscurantist tactics become boomerangs, resulting in distrust of the government that resorts to them.

◆

In order to defend and develop democracy we must "liquidate" the totalitarian termite of obscurantism, and practice more diligently than ever the principle of popular enlightenment. "Ye shall know the truth, and the truth shall make you free." This will mean that we must study and teach democracy as never before, reviving Noah Webster's purpose "to transfuse . . . noble sentiments of liberty . . . into the breasts of the rising generation." But in order to understand and appreciate democracy, we must study other forms of government also—fascism, naziism, communism. He who knows only his own form of government doesn't know it. An objective study of the various contemporary forms of government and of the modes of life they foster, the *Kulturkunde* (culturology) of German education between the World War and Hitler, would, in my judgment, both suggest ways of improving our own form of government, and at the same time lead the student to the conviction that democracy is not only "a mode of associated living," to quote Dewey, but also *the best* mode of associated living devised to date. It is upon such conviction rooted in adequate knowledge that the destiny of democracy depends.

◆

The second totalitarian termite operating to weaken the structure of our democracy is authoritarianism, the principle and practice of thinking, speaking, and acting as some "authority" directs. This principle is essential to totalitarianism, in which the state becomes the one and only authority. But it is foreign to democracy, in which government can exercise such powers as are delegated to it by the governed. Democracy is "government of the people, BY THE PEOPLE." Totalitarianism must educate for submission to authority. "Theirs not to make reply; Theirs not to reason why." I have taken a number of courses in a leading German university (Berlin) in which the only voice heard in the classroom was the professor's. Democracy, however, must educate for competent exercise of authority.

How fearfully we often fail here can be made clear by an example. Several years ago one of my classes, numbering more than fifty, most of them college juniors, was beginning the study of Educational Psychology. Our first assignment contained the statement that an average man or woman weighs

about 100,000 grams, while a very stout man may weigh 1,000,000 grams. Every member of the class, several of whom were science majors, believed that statement simply because the author of the big, new textbook, a university professor, said so. To be sure, the statement meant that the very stout man weighs ten times as much as the average man or woman; but no-one detected the absurdity. It was also implied that the average woman weighs 220 pounds; but not a single slender co-ed sensed the slander. To be sure, it indicated that a very stout man weighs a ton. And all believed it, because none took the trouble to comprehend and examine critically the statement.

This is a dismaying example of the end-result of educational processes that inculcate credulous acceptance of authority rather than critical independent thought. Too often the child's "Why?" is answered by the parent's "Because I said so," the teacher's "The text says so," and the preacher's "The Bible says so." All this tends to develop dumb submission to authority rather than competent exercise of authority,—to develop good (?) totalitarians rather than good citizens of a democracy we must exterminate the totalitarian termite of authoritarianism, and encourage individual pursuit of the liberating truth and eternal vigilance against enslaving error. We must teach our pupils of today, the responsible citizens of tomorrow, to listen and read "not to believe and take for granted," as Bacon put it, "but to weigh and consider." Citizens of a democracy should acknowledge but one ultimate authority,—reason, and the principles of truth and right which it reveals.

▼

The third totalitarian termite that threatens our democracy is libertinism, the principle and practice of doing as we basely and brutally please. Instantly this is recognized as one of the working principles of totalitarian states. It is by this principle that Italy butchered the Ethiopians, that Germany and Russia partitioned Poland, that Japan perpetrates the horrors of civilian bombing and mass rape on China, and that Russia bullies and bombards Finland. It is by this principle that a Nazi official, with a sneer at "proletarian morality," calls upon German women, married and unmarried, to engage in promiscuous sex relations with soldiers in order that there may be enough soldiers in the next generation. It requires but little imagination to envisage concentration camps, with appropriate brutalities, for women of childbearing age who disregard this demand. Libertinism is the principle of greed and force and lust, of might instead of right.

▼

But what is totalitarianism's meat in democracy's poison. Evidence that our democracy has long been drugged by libertinism is overwhelming. Collusion between criminals and public officials has been unearthed *ad nauseam* from petty policeman to Secretary Fall and federal judge Manton. Some Boards of Education sell positions to teachers, thus filling their own purses by betraying children. Modern Midases have amassed millions of dollars by economic procedures, often within the law, that have left millions of persons to loaf, shiver, and starve. Among these miserable millions of malcontents the foes of democracy find an eager hearing and a ready following. Underlying much of our political and economic libertinism is a perverted pedagogy perpetuating the pernicious principle that "the chief end of man" is to outdo the other fellow, and permitting the child to do what he wants to, when he wants to, as he wants to,—if he wants to. Such miseducation is largely responsible for the economic, social, and political crises of this decade. The permanence and progress of democracy require that we "liquidate" libertinism, and restore in principle and practice honor, altruism, and co-operation for the common good, that we teach our American youth to exalt right above might, "should" above "would" and morality above brutality.

▼

A fourth termite operating to weaken our democracy, and becoming thereby at least an ally of our totalitarian foes, is equalitarianism, the principle that "all men are created equal" and its applications. This principle, originating in the doctrine of "indefinite perfectibility" of the French revolutionaries, incorporated into Jacksonian democracy, and revived of late by behaviorists and environmentalists, is utterly false, and many of its applications absurd. Men are born very unequal, and no process can ever reduce them to equality. Equalitarianism has crippled democracy by operating to deprive it of the best possible leadership. Morons and near morons marry and breed like rabbits, producing a qualitative population trend that of itself may bring disaster. Morons and illiterates vote. Every public office and every profession is handicapped by a high incidence of incompetence.

It was familiarity with this incidence of incompetence that led President Conant of Harvard recently to propose in the interest of the country at large the elimination of one-quarter, or perhaps one-half, of those enrolled for advanced university work, and the substitution of others of more talent in their places. It is the height of folly to waste higher education on fools with funds, withhold it from the genius without gold, and then man public offices and professions largely with mediocrity.

▼

In order to save our democracy from the fatal weakness of incompetent leadership, produced by a pseudo-democratic educational system, we must revive and implement Jefferson's proposal "to cull from every condition of our people the natural aristocracy of talent and virtue," and train them for the function of leadership. To this end four steps are necessary. (1) The development of a eugenics program that will guarantee the arrival of the fit, and prevent the arrival of the utterly unfit. (2) A system of testing that will select early those who belong to "the natural aristocracy of talent and virtue." (3) A system of enriched and extended training for the natural aristocrats, designed to prepare them for extraordinary efficiency in public office and the professions. (4) Some extension of the civil service principle restricting admission to public office and the professions to persons so selected and trained. This done, another internal threat to our American democracy would be permanently averted. For only under leaders of great native ability, unimpeachable integrity, and highly specialized training, can we hope for the improvement of democracy, its extension to all phases of our national life, and its everlasting security.

Enriching the Reading Program

MATTIE B. FRY
Supervisor of Instruction
Anderson (Indiana) Public Schools

Earlier plans having failed, this one was at length evolved. It transformed reading habits in the first six grades.

A DYNAMIC basic reading program from kindergarten through the middle grades is very essential for any school system if that school is going to give to its students the broad conception of reading. This conception of reading cannot be given the students with the use of *only one* basic text. If this broad concept of reading is practiced there must be many different types of books, on all grade levels, available to all children.

We have studied this problem for a long time and have tried several plans for supplying sufficient supplementary books. While each plan has made its contribution to the field of reading, no plan nor combination of plans has met all of our reading needs.

◆

We have tried various plans— In addition to the basic state adopted text, extra sets of books (25 in a set) were placed in each room but usually these books were all on the same reading level and books of the same type. This plan was not satisfactory because it did not provide for individual differences. There was a lack of variety and the cost of the books made this plan for using many books prohibitive. Then there was the central library with circulating sets of books going from one building to the other or teachers requesting books needed, requisitioning to add to the basic text. But this plan did not meet the reading needs because most teachers are trained to use one basic text in reading and do not know the technique for using many different texts with small groups of children on different reading levels. So it was easier for the teacher to use one basic text than to use the sets of supplementary books or requisition new ones.

◆

Next came the plan of the library table with books for individual reading in each room from kindergarten through the grades to supplement the basic text. In this case usually one book of a kind was on the table and while this plan was a great improvement, yet again the cost was almost prohibitive to have enough books of different types on different reading levels. Then, too, these books were mostly of a recreational type of reading and the children still did not get the instruction needed on each child's level. This lacked the broad concept of reading, and failed to provide a flexible reading program.

◆

The greatest problem in initiating a new plan, where any drastic change is made, is educating the teachers to the new plan. With this in mind we planned and organized our present method of providing supplementary books and caring for the administration of the same so that each group would have the maximum number of books on many reading levels.

Our patrons petitioned our School city to furnish *free* texts, as provided by law, for our students in grades one through eight. While it seemed a tremendous undertaking we took advantage of this opportunity to provide the much needed supplementary books; for during the depression, through lack of funds, we were unable to replenish our supplementary lists. This new project took a great deal of organization and administration. Instead of buying the same kind of state adopted texts for each child another plan was executed. First, in each room the children were divided into small groups, on different reading levels, of from five to twelve or smaller numbers if necessary. The size of the group had to be determined by the number of reading grade levels in each room. Second, in order that the teachers become acquainted with the plan and in sympathy with it five or six months were given to the study of books most needed. Third, publishing houses were informed of our plan and invited to sample us with all types of books suitable for grades one to six inclusive, either texts or other types of books or catalogues on certain grade levels. Hundreds of samples of books were sent to us for examination purposes. Fourth, committees of teachers were selected to study the books and to make recommendations for purchase.

Three groups of committees were appointed:

1. Committees to study needed books on each grade level.
2. Committees to study the best books on all the different school subjects.
3. Committees of teachers to study the needs of their particular building.

Fifth, each committee made a selection of their first five or six choices. Sixth, after all of the committees had examined the books and made their reports the principal of each building was given a half day to come to the office of the Supervisor of Instruction and with the reports of all the different committees before her, made her selection of books for her building. The number of books she could purchase was based on a financial basis determined by the price of the State Adopted text and the building enrollment. Instead of buying the same book for every child we bought many kinds of books, some in sets of 5 or 6, some in sets of 8, 10 or 12 according to the needs of each room. The main thought was to provide the children with all types of reading on as many different reading levels as possible. All of these books bought were in addition to those they already had.

▼

Much time was spent in explaining the plan to the teachers but already through the preliminary work of committees most of the teachers were enthusiastic about the plan. After many conferences, demonstrations, and tests the teachers grouped their children according to reading grade levels. In this way each group was given the instruction needed for his reading level. This plan made it possible for children in grades one and two to have access to about forty different books in place of three or four; for children in grades three and four to have access to about 20 books instead of three or four, and grades five and six to have access to about 30 books instead of the old traditional plan of four or five.

▼

In addition to these lovely new books they have sets (25 in a set) of the old circulating library, books from the Anderson Carnegie Library, books for individual reading on their library tables in each room and the old texts formerly used as basic.

We use as many different basic texts in reading as we have buildings.

▼

We are attempting to have a flexible basic reading program through all of the grades and to build a program of prevention of reading difficulties as well as provide a basic remedial reading program. Every teacher has many types of readers and books on all subjects in her room and all of them on several reading levels. She has a greater variety from which to choose as each teacher has access to all of the books in her building. As a result there has been a great stimulus in *teaching* reading on the part of the teachers. They have the broad concept of reading and they have *materials to work with* and a definite technique to follow with supervision of the reading program. Children are happy because they have *materials on their own reading level.* They are mastering the skills because they have materials that are easy and interesting and they have guidance in using this material which will develop habits of critical evaluation, forming association and judgments. In other words they are learning not only to read but to weigh what they read and in the light of their background to form judgments. In the last analysis the children are learning to think in terms of their own everyday living, through their reading.

Security . . .

WORTH McCLURE

Superintendent of Schools

Seattle, Washington

What is this thing
Men call Security?

'Tis gold, perchance,
Or steel and concrete battlements?
It rests, perchance,
On signatures and seals,
Versailles and Munich pacts?

'Twould seem in all these years
We should have learned
That men can never build
Security
With human hands.

It is the inner strength,
Hard won
From breasting stress and storm;
It is the searching strength
Of great ideas
That, like slow-growing roots
Shall rend and crush
The ageless rocks
Of greed and lust for power;

It is the friendly strength
Of justice and fair play
Among mankind.

●

God give us faith
To look beyond material thing
That we may be
Secure.

How Should Textbooks Be Selected?

More answers to the query of a Young Superintendent. These conclude the helpful symposium begun last month.

CARROLL R. REED

Superintendent, Minneapolis

The most effective method of selecting textbooks is based upon the fundamental democratic principle that the teacher of the subject should have an active part in the selection of teaching materials.

In Minneapolis, committees of teachers are appointed by the superintendent in the month of November each school year. These committees serve from December through the month of March. The meetings of textbook committees are held after school hours, and the reviewing and evaluating of textbooks is carried on by the members in addition to their regular classroom programs. There are usually nine teachers of a subject on a textbook committee. Each committee goes about its work in its own way. Various scoring systems have been developed and adapted to facilitate the work of the committees, but we have found that nothing takes the place of conscientious reading of books on the part of the teachers and experimentation with the pupils in the classes. Since these teachers must give considerable time and thought to the work, it is obvious that care should be taken in the selection of textbook committee members.

We have established a very complete textbook library, which contains samples of all new textbooks. The librarian assists the teachers' committees, keeps a record of the meetings, carries on the correspondence, and relieves the various committee chairmen of all clerical work. The representatives of the publishing companies have access at all times to the secretary and, upon appointment, to the chairmen of the committees. Sometimes hearings are scheduled with the bookmen for the committee as a whole. At other times, brief interviews take place with individual committee members. Each teachers' textbook committee decides how this matter shall be handled.

The report of the teachers' textbook committee is submitted to the superintendent of schools, who in turn submits it to a committee of principals. The principals often review the reports with teachers in their buildings who are not members of the textbook committee. After due consideration, the principals' committee makes a report to the superintendent, which may differ in some respects from the teachers' committee report. After reviewing the reports of both committees, the superintendent makes his recommendation for the adoption of textbooks to the Board of Education.

STARR M. KING

Superintendent, Beverly, Massachusetts

Teachers are essentially individualists, hence a variety of temperaments and dispositions are to be found in every school system. How can the highest degree of efficiency be realized in coordinating the work for such a group? Can it be done better by selecting, ourselves, the tools with which teachers are to do their work? Or, can more be gained by permitting them to do their own choosing? The latter method, in my opinion, is much more satisfactory. A teacher prefers to choose his own textbook—he is interested in the style of the book, its composition, its vocabulary. No two teachers will agree on the merits of a single text and seldom will any one book entirely satisfy a teacher. Therefore, I should not approve a plan whereby a committee of teachers selects a text for city-wide use. Far better for such a committee to formulate aims and purposes of education and to establish specific objectives in teaching subject matter, allowing the teachers to choose individually, the means of enabling them to realize those objectives.

As a practical suggestion for acquainting teachers with current books, I suggest the practice of accumulating several hundred books appropriate for elementary schools, for example, and keeping the collection up-to-date. After sorting them out according to grade level, those of interest to particular teachers may be left in their possession for a specified time. Later, all teachers may be allowed to requisition for their needs according to their individual judgments. This obvious disregard for standardization has its advantages. Teachers learn to use a variety of books. The variation in vocabularies suitable for particular neighborhoods can be met more readily. Above all, the teachers are happier—a factor of inestimable value where good schools are concerned.

J. J. STRAIGHT

County Supt., Fairmont, West Virginia

Since the text book plays such a significant part in the teaching program and its selection involves complications difficult always to manage, young superintendents will do well to postpone text book changes until they have had time to become thoroughly acquainted with the general text book situation in their school systems and particularly with their teachers, some of whom they will appoint to assist in the program of selecting. Years of experience involving the selection of text books and the follow-up work after their adoptions prompt the following criteria as to the content of the text books themselves and the techniques to be applied in choosing them:

Criteria Governing the Text Books Themselves

1. The general text book policies of the Board of Education must be thoroughly understood by all concerned. Whether the text book to be selected is to serve as the single text book to be taught or is to be used basically to be supported by supplementary texts must be clearly defined.
2. The content of the text book should conform in philosophy with the whole program of teaching in the school system and certainly should agree reasonably with the requirements of the formally adopted course of study.
3. Both the content and the methods suggested should be in accord with research studies in the particular field.
4. The content should be within the reading ability range of the pupils for whom intended.
5. The authorship should be such as to guarantee thoroughness of scholarship and practical teaching experience in the grades in which the books are intended to be used.
6. The copyright date and the general standing of the book on the market should guarantee up-to-dateness and the high possibility of not becoming obsolescent within the years covered by the period of adoption.
7. The text should meet with acceptable ideas as to artistic qualities—illustrations, arrangement of printing on page, style of type, use of colors, etc.
8. Such mechanical features as binding, sewing, quality of paper, finish of backs, should guarantee reasonable wearing possibilities.

Suggested Techniques to be Followed in Selecting Text Books

1. A committee of teachers with such professional and scholarship qualities and teaching experience as to guarantee a thorough program of study and independency in formulating judgments should be selected by the superintendent or by the superintendent assisted by representative teachers and approved by the Board of Education. The superintendent should be intimately related with the committee throughout the whole period of selecting.
2. The committee should acquaint itself thoroughly with research studies in the entire field of the text to be selected and also with all text books submitted by reliable publishing houses.
3. Inasmuch as no particular text will meet all requirements, the committee should devise a suitable scoring plan to include all phases which, in the judgment of the committee, should be considered in choosing a particular book.
4. Without specific suggestions from experts and salesmen, presented in person, the committee should reduce the number of books under consideration to possibly three or four for more intensive study.
5. Representatives of the publishers of the three or four texts should be given opportunity to discuss with the committee, sitting as a whole, the merits of their own texts. Personal conferences with individual members of the committee should be permitted only upon invitation of the committee or of the superintendent.
6. After the conferences with the representatives of the publishers, the committee should again study together carefully the respective books before arriving at a final decision.
7. After the work of the committee has been satisfactorily performed, the superintendent will recommend to the Board of Education the adoption of the text that is selected.

CHAS. J. DALTHROP

Superintendent, Aberdeen, South Dakota

A plan for selecting school textbooks and efficiently administering their use confronts every school executive annually. No perfect plan has been developed. Plans that work successfully in one situation may not apply in another. Aberdeen, South Dakota has followed a well defined plan for adopting and distributing textbooks for the past eight years. Although the plan has certain weaknesses it has solved most of the major difficulties that are encountered in handling textbooks. I am relating the salient features of the local plan for what they are worth.

Adoptions

Except under unusual conditions textbooks are not adopted oftener than once in five years. If a change of textbook is desired for any unit or department in the school organization, written notice of the contemplated change must reach the superintendent of schools through the principal of the building or unit not later than January fifteenth of each year on forms provided for that purpose. The request for a new adoption must be signed by the department head and countersigned by the principal. A complete explanation of the reasons for the request must be included with the original request. After January fifteenth a list of all courses for which textbook changes are approved by the superintendent is mailed to all book companies so that samples may be sent to the various principals and department heads. The following letter accompanies the list that is sent to the textbook companies:

> Gentlemen:
>
> Textbooks for the attached list of courses will be considered for adoption in the Aberdeen, South Dakota, public schools this year. You may send samples of books to the department heads and the principals. Your representative will have an opportunity to meet book committees, of which the department head is chairman, on a date and at a time designated by the principal. He may interview the department heads and principals at any time convenient to both parties, but he is requested not to interview individual

committee members. In case permanent adoptions are decided upon, these will be made not later than May 15th.

Very sincerely yours,
Superintendent of Schools.

After the book samples arrive the various book committees evaluate the textbooks submitted for examination on a form supplied by the central office. Although any plan for rating textbooks has certain weaknesses a rating form is a definite aid in justifying selections.

Locally the high school committees for book selections consist of not more than five members of a department with the department head serving as chairman. The principal and superintendent are *ex officio* members of all committees. Requests for the adoptions of samples of the books recommended reach the superintendent not later than May first of each year. All requests are signed by the departmental head and the principal. Committees for the selection of elementary textbooks consists of the elementary supervisor as chairman and not more than four other members appointed by the superintendent from the principals and teachers of the elementary schools. The superintendent is an *ex officio* member of all elementary committees. In other respects the procedure is the same as for the high schools.

Wm. T. DARLING
Superintendent, Wauwatosa, Wisconsin

The selecting of textbooks should be a matter of democratic procedure, with the teaching force assuming much of the responsibility, since it is they who must use the tool. Selection should be based upon the criteria of the educational needs of the children in a specific community, for even the neighboring communities vary widely in their educational emphases. This establishment of criteria should have very wide participation; each member of the Committee should discuss it with teachers in her own building so that all may have voice in the evaluation of the needs of the community. On the basis of these needs, committees of teachers and principals work jointly to evaluate the various books.

It seems axiomatic that representatives of the publishers should have relatively free access to the committee and even to the individual members. Those who fear undue influence have little upon which to base that fear. Many years of experience with these representatives have proved that the one who would attempt to influence committees unduly is very rare.

A valuable check is to have certain chosen texts used under actual classroom conditions by a competent teacher for perhaps a semester.

Committees should be careful that neither administrative members nor voluble and aggressive members dominate. Every effort should be made to assure unbiased and scientific opinions by the members.

Evaluations by the committee must be carefully scrutinized by the administrative officers, for upon them devolves the final responsibility for a recommendation for adoption.

Awards in the Journal's Short Story Contest

The Editors are pleased to announce the following Prize Winners in *The* JOURNAL *of* EDUCATION's Short Story Contest:

First Prize ($20.00) to Marjorie H. Thorpe, Syracuse, N. Y., for
EXTRA-CURRICULAR

Second Prize ($10.00) to Charles J. Dalthorp, Supt. Aberdeen, S. D., for
OUR NEIGHBOR'S CHILDREN

Third Prize ($5.00) to Martha Lindley Hall, Naramata, B. C., Canada, for
PSYCHOLOGY IS FOR TEACHERS

Fourth Prize ($5.00) to Mary A. Taylor, Waltham, Mass., for
OPPORTUNITY

Fifth Prize (($5.00) to Margaret Delaney, Clark, S. D., for
SPECIAL MEETING OF THE BOARD

The story which received First Prize is printed on page 86.

Extra-Curricular

Awarded First Prize in The Journal's Short Story Contest

MARJORIE H. THORPE
Syracuse, New York

"GOOD LORD!"—I said it under my breath, because I don't think you should corrupt people's morals by letting them know you swear. Particularly young people. But Marguerite had already heard me and looked up from her typewriter with a startled expression. After all, even a teacher of mathematics can't keep herself serene and inspiring *all* the time.

"It's no bad news, it is, Miss Crothers?" .

"No, not at all, but of course—" (It *was* rather good after all, to have Marguerite at hand to talk to. It would have been dreadful not to have had *anyone.*) "It's from Cantoni—Nikolas Cantoni."*

"Not the poet Cantoni?"

"Yes, the poet. And he's coming this week-end. 'Will be in Salina this Saturday noon till Sunday morning; would enjoy seeing you if convenient.' "

"Ooooh! How thrilling!"—There are times when I could annihilate that girl for her lack of comprehension.

"But what shall I do with him? What can anyone do with a POET for a whole day? Especially a poet who hates to be bored? And who often *is* bored? I shall never forget his expression at Mrs. Gramleigh's tea the last time he was here. I think he would have died on the spot if Professor Cummings hadn't bounced in with his golf clubs, his fat little stomach shaking with laughter, and the most disreputable looking togs on, and kept us in hysterics till Cantoni's train time. I suppose just because I happened to introduce the two, Cantoni thinks I'm as clever as Professor Cummings. If he were *only* here now. He *would* be in Honolulu this year, studying native sports. Oh, what shall I do?"

"Give a tea," suggested Marguerite hopefully. Sometimes I wonder how that girl ever got as far as college.

"I tell you he hates teas and publicity and meeting people and talking poetry, unless he gets paid for it."

Marguerite giggled inanely. "Take him for a walk and show him the beauties of nature."

"In this mud? Anyway, he isn't Wordsworth or Vachel Lindsay. I'll bet neither of them took their walking trips in early spring."

Marguerite began to look discouraged. "What's he interested in?" she murmured.

"Books — rare editions — old prints—Good Lord! I've got it!" (I didn't even remember to say it low that time.) I'll call Professor Goodell and ask him to show us his collection. He has a marvelous one; he's always giving talks about it. Quick! Where's his number? Pray he isn't going to be out of town this Saturday!"

◆

Well, Providence answered my prayer, but it would have been better if He hadn't. Mr. Cantoni was so nice at the train and at lunch, but when we arrived at Professor Goodell's, he drew all within himself and was just polite, oh, so languidly polite! Here was that old fool—I mean Professor Goodell—fluttering fussily like an excited old lady, sticking a tattered manuscript under our noses:

"And this is a letter from the poet Cowper to his nephew describing his attack of gout—" then snatching it away before we had even focused our eyes on it, and chattering on.

"This is a first edition of Sir Thomas Moore, and" (hastily replacing it as if he thought we might steal it) "here is another very old edition—" And poor Mr. Cantoni nodding like a mandarin, and saying "Yes, indeed" every third minute, regular as a clock.

The first hour wasn't so bad, for I kept hoping he would stop somewhere and let us take one of his treasures in our hands, sit down with it, turn it over, get the flavor and the story of it. I don't know how many times I was all ready to take a long breath, and then he'd interrupt again. I declare, I felt as if I'd been smothered by a deluge of pillows, when we finally got away.

We walked downtown from the Professor's, swinging along at a pretty good pace, and neither of us saying a word. As far as I could see, there wasn't a word to be said! As we passed the Newsboys' Club, I looked up at the lighted window which marked their clubroom. It had been my regular afternoon to take the twelve to fourteen year old group, but I had asked Marguerite to go in my place, since I would be "entertaining" (Heaven save the mark!) Mr. Cantoni. Strange sounds were issuing from that window: thuds, shrieks, scuffles, thumps.

"That doesn't sound like a lesson in knot-tying," I said firmly. "I think we had better investigate."

If I live to be a hundred, I'll never see a wilder sight than that club room was. Over in one corner, helplessly dangling a silly little piece of rope, stood that nincompoop Marguerite, with two of the smaller youngsters in front of her, clumsily getting their own ropes into a complete tangle. At least six fights were going on in various parts of the room, each with its own circle of backers and scoffers. Just as we got well inside, Tony Rascaglio, backed up against the book shelves, suddenly began pulling out the books and hurling them with all the vigor of his muscular little frame at Paddy O'Rourke, who was right in front of us. Bang! Smash! Bang! If Paddy hadn't ducked, he'd have lost an eye, or been knocked senseless, sure. One book hit Mr. Cantoni square in the stomach. He gave a surprised little grunt, and as he picked it up, to my horror, I recognized it as Songs for Youth, a book of his own poems! I had given it to the Boys' Club Library myself, when, after that memorable tea, Cantoni had sent me a leather-bound, autographed copy, in whose favor I promptly discarded my humbler edition.

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* Nikolas Cantoni and his poems are entirely fictional.

I had stepped out into the center of the room to put an end to the riot and throw the fear of the Lord (or of me!) into those young devils, but at that moment every boy turned his eyes on Nikolas Cantoni, as he stood there holding his tattered book, a picture of outraged genius.

"What ees dees?" His accent was always more noticeable when he was excited though he was a master of beautiful English.

"Thees book—how dare you treat heem so?"

"Aw, it's only poetry," muttered Tony.

"Only poetree? ONLY POETREE? Did you read it? Did you? Did you?" with accusing pointings. "You know what thees ees? Eet ees my poems—mine—written for you to read, not to throw around ze room, not to hide away. Leesten, you, I show you whether they are for you."

"Old Savage the Pirate was cornered at last—" it was that rip-roaring burlesque of a pirate yarn that has put thousands into helpless laughter. . . . Well, it was that sort of a poem, and these youngsters were hearing it for the first time. How I envied them! Interest, fascination, incredulity, excitement, dawning realization of the huge joke, the utter ridiculousness of it—laughter, more laughter, stifled only so as not to miss the crowning hilarity, the end at last—now laugh as loud as you please: "Oh boy! Oh boy! Gosh! What a yarn!" And then clapping, hoots, yells, the most vociferous encore that Nikolas Cantoni had ever received, I'll wager my favorite copy of Euclid.

"More! More!" And so he read them "The Tale of Josephus Giles," "Empty Acres," "A Subway Ride," and finally the magnificent "Challenge to Heaven," which Untermeyer declared to be "the most stirring poem this generation has yet produced." That held them quite still for fully a minute after he had finished, and I thought the meeting would break up, with that as the grand climax. But did it? No! and that it didn't proves to my mind that Nikolas Cantoni is a truly great poet. To have stopped then would have left himself on an unforgettable pedestal for every one of those boys; it would have led no farther. But Paddy's "Gee mister, if other poets wrote things like that, we'd read poetry!" gave him his opening, and he took it.

"Other poets? Sure they do! Listen here—" and in a string followed Noyes' Highwayman and his Song of Sherwood, bits of Masefield, Kipling, Whitman, an eerie, delicate bit from DeLaMare, a Cavalier Tune from Browning, and —wonder of wonders—a Shakespearian sonnet! And they liked it! I don't know how much farther he'd have gone, maybe to the Bible and to the Greek dramas, but just then the jaintor stuck his head in and called, "Eight o'clock's closing time, you know!" and back to earth we all tumbled, with wondering, incredulous looks.

I don't remember much about dinner, except that as I was leaving at his hotel, Nikolas Cantoni took both my hands most affectionately and thanked me with all his Slavic fervor for "so *very* delightful a time"!—as if *I* had had anything to do with it!

Children Aid Children

RUTH E. ANNIS

Revere, Massachusetts

IN the schools of this city we have an unusual organization, the Junior Aid Society. It is perhaps unique in that the funds for carrying on the work are provided by children.

Last year the pupils in the elementary and junior high schools contributed nearly seven hundred dollars.

The society which is directed by the Principal's Club has three officers: president, treasurer and auditor.

When a teacher reports that a child is in need of clothing or has some physical handicap which needs attention, the principal confers with the president who makes the arrangements necessary to meet the need.

More than two hundred dollars was spent last year for eye clinics and glasses. Twenty tonsil operations were arranged for by the school nurses and doctors and financed by the Junior Aid. Dental work which could not be done in the school clinic was provided for several children. Two children were sent to a health camp. Clothing for two hundred children was purchased through the president of the District Nursing Association, whose interest in the welfare of children and knowledge of family conditions in the city make her assistance invaluable to our work.

Reports have come to us of cases where a child's whole life has appeared to be changed because some service has been performed which has made a happier individual. Does it not seem particularly significant when children provide the means for accomplishing such things?

One of our principals who has been an educator for more than fifty years made this statement. "I think the work of the Junior Aid is one of the finest things that has ever been done in the Revere Schools."

Clocks and the Schools

WILLIS A. SUTTON
Superintendent of Schools
Atlanta, Georgia

"Many a child might have been intellectually born again if the clock had not struck."

SOMETIMES I think there should be no school clocks and no individual clocks, and yet the division of time has proved of immeasurable benefit and there are uses to which these arbitrary divisions may be placed. In thinking of education, however, I have often wondered if we are not too much dominated by the conception of time. It has occurred to me that to measure education in hours, to grant degrees upon the completion of so many years of service is not only an arbitrary, but an untrue standard of value. Let us look for a moment at the ways in which time dominates the field of education.

* * *

The concept of time literally determines in practically every state the "educatability" of a child. In my own state, for example, we can receive no money from the state funds for a child who has not reached the sixth year or one who has passed his twenty-first birthday. Many children at four are older in their abilities and social qualities and in their intellectual perception than others at ten or even at twelve, but there is an unseen kind of a specter called "Time" who says to the waiting, anxious and ready child "No, wait until the clock strikes and then you can go in and feast at the table of learning."

In establishing our kindergarten system many years ago we were required to be careful that no funds coming from the state were to be used for kindergarten purposes, and even to this day all funds which the city of Atlanta uses for children under six years of age must be secured from local rather than state taxes.

Let us consider again how time expressed in schedules and limits dominates the school day of every little child and every older one. We must be on time, we must report at 8:30; at 8:35 we are tardy, which in many school systems is an unpardonable sin, and very often regardless of what the cause of tardiness may be, a child is humiliated and the entire day ruined for him by some remark of the teacher as to the desirability of being on time. In many school systems we still have a schedule that a teacher must follow, allowing so many minutes for reading, so many for mathematics, so much for spelling, geography and the various subjects. I am happy to say that many school systems have substituted the interests of the child, the skill and knowledge of the teacher under social and personality development for these arbitrary divisions of the day, but far, far too many children have their day dominated by the concept of time; so many minutes for work, so many for physical education, so many for play, so many for lunch, and the glorious day is vivisected for the child. The school day is marked by certain rounds which the hands of the clock shall make. The interest of the child, the joy in his labor, the importance of completing a task are forgotten because the clock has struck.

* * *

A child's place in the school and his place in the sun are measured largely by the number of hours or weeks or days or years he has served. He is a first-grader because he has not been sent to school before; he is a second-grader largely because he has completed one year's work, and so throughout the entire curriculum. How many children have we seen who with great pride, when asked their age will say "three and a half" and they put such emphasis upon the "half" that we realized that it was worth many dollars to them in their pride. Even very old people now have become famous and puffed up and full of pride because they have lived a long number of years, and they become oracles and tell the world how to govern its affairs simply because they have lived through certain cycles of the sun and the moon, and not because of the achievements of their lifetime.

* * *

If time dominates the life of the little child, how much more powerful does it seem to be in the life of the junior and high school student! The great aim and object of education seems at these stages of life to be to earn units, and credits. Notice how the time element dominates what we call a unit. As I remember the definition of a unit, it is a subject pursued for nine months of at least twenty days each, at least forty-five minutes for each recitation and on which at least forty-five minutes has been required for preparation.

The completion of such a course and passing of a certain satisfactory examination on it would give the child a unit, and time is the chief element in the making of that unit. Somehow I believe that the unsatisfactory results of many of our schools in the lives of our children come from the piecemeal type of arrangement which junior and senior high school students have for their school day. The school day is divided into from five to seven periods a day of forty minutes to an hour to an hour and a half in length, and when one is at the very apex of learning and another ten minutes would be more effective today than an hour tomorrow, the bell rings, the clock strikes, and we must pass on to something else. It all reminds me of the sudden stop I used to experience in running down hills on my father's farm, because a barricade of barbed wire suddenly arrested my body. I not only caught the pricks of the barbed wire but I was stopped so suddenly that I was thrown down. As children become interested in any particular subject and the prolongation of that period for fifteen or twenty minutes would mean so much to them, why must the whole of their educational life be thrown out of gear because of a clock striking?

As we rise in the scale of education the time element becomes more and more important. Somehow we have a notion that a boy must attend college for four years; that an additional year and a thesis make a "doctor." I was amused sometime ago in sending the credentials of members of my staff to various universities recommending these men for a doctorate to find that the replies were almost uniform. These men have studied and have had experiences and have rendered service equivalent to that for any doctor's degree, but "no man can be a doctor from this university until he has breathed our air at least so many months." Time dominates us in education from the cradle even to the grave. It is simple to say that time dominates all things, and yet I question this statement. At least education is too much characterized by the striking of the clock or the revolving of the years. Interest, the joy of learning, the completion of a job, the development of a personality, the growth of physical strength, these things cannot be measured by hours and days. Many a child might have been intellectually born again if the clock had not struck; if the teacher had just had the opportunity to go on until curiosity was aroused and ambition stirred and life made real. We cannot dispense with the clock, but in my humble opinion it dominates American education and I believe it should be dethroned.

Student Aid In Our High Schools

E. W. BUTTERFIELD
Superintendent of Schools
Bloomfield, Connecticut

"It is not a civic duty for a teacher to allure young people to accept public relief under whatever name."

AT a recent meeting the state Administrator for the National Youth Administration gently reproved Connecticut superintendents and principals who have been hesitant in the use of federally supplied Student Aid for High School pupils. He was disturbed that some school men allow it to be a school understanding that this is some form of *relief*.

▼

Now let us think a minute. That is just what it is. It is relief, family relief, somewhat disguised to make it palatable. Once again let us be honest.

He urged that the regulations concerning character, ability and the school work done be given liberal interpretation and especially that pupils should not make too much of their signed declaration that aid is "necessary" if they are to enter and to remain in school.

▼

I must disagree with this position. It is not a civic duty for a teacher to allure young people to accept public relief under whatever name may be used. Our inherited abhorrence of poverty has had salutary effects, both physical and economical.

▼

Much was said about the "stigma" if the receipt of aid was publicly known. Children can not readily be fooled. They are keen to detect what seems to be official dishonesty. In their minds there is no stigma to work in school, around school, out of school, with payment commensurate to the work done.

Nor is there stigma to public aid given to one in misfortune, or hardship or injury, if the aid will give him the human rights of life, liberty and happiness. The giving and the acceptance of such aid is one of the implications of a social civilization. No one likes to receive it and no one likes to give it but there is no honest stigma.

The stigma that is attached to school Student Aid is that it does not represent work done nor is it an earned dividend in society's joint system of insurance against disaster. That is, it is neither a wage nor a gift.

▼

The work that is done is unnecessary. It was not done before; it will not continue to be done if federal appropriations fail. No employer would pay 30 cents for the few minutes spent in brushing cafeteria tables. The pupils feel that recipients and the school administration are joining to get from federal sources easy money. They want no hand in it. And if the system results in bringing up a generation which receives public relief not for misfortune or in an emergency but as a legitimate source of support, we New Englanders don't want it either.

Books, Business and Budgets

HECTOR L. BELISLE
Superintendent of Schools
Fall River, Massachusetts

"Keeping a $1400 teacher working with $35 worth of books for 35 pupils when $70 worth are needed, is a folly which no man in his senses can approve."

THE notion that the management of a school system has no connection with business is hoary with age but refuses to die. It dates back to the days when learned and worthy clergymen were school committeemen and superintendents, competent to see that children received instruction but usually uninformed on business principles. Professional and business men today often fail to recognize that the conduct of even a one hundred thousand dollar a year school organization calls for the application of business methods. In the absence of that kind of sound management much of the money spent can be wasted through the production of inferior results.

The application of business principles to educational administration is nowhere else more important than in the relationship of budget allowances for books and supplies to the total appropriation for schools. Budget makers, whether school committees or other municipal authorities, will provide the necessary fuel, will hesitate to abolish unnecessary positions or make even temporary cuts in salaries, but will decide that the schools "can get along" with a half allowance for pupils' and teachers' working materials.

Particularly is this true of books. An arithmetic dog-eared and soiled, with several pages missing or partly torn out is still a book. That it is years behind the times in the presentation of subject matter does not count. Many people think that the horse-car methods of instruction which gave grandpa his limited education ought to be good enough for his grandson. People not in the field of education do not realize the revolution which has swept the entire field of text-book and reading matter production in a generation. All along the line two aims have been foremost: simplification and the appeal to interest. These are fundamental needs in school-books. There can be no universal education except in terms sufficiently simple to be grasped by the generality of youth and in terms of a motivating interest which will make the pursuit of knowledge reasonably appealing. Pupils, then, are entitled to school-books not only complete and clean but also planned to make instruction effective.

Let us assume a grade teacher receives an annual salary of fourteen hundred dollars for teaching thirty-five pupils. The teaching cost is forty dollars per pupil. Suppose a per capita allowance of two dollars per year is required for books, only five per cent of the teacher's salary is further spent to make her teaching produce the best results. But the budget trimmers decide that half the book allowance must be saved. The teacher therefore is compelled to do a cripple's job, the effectiveness of her instruction very materially diminished because her working materials are inadequate.

What lawyer or merchant would give his stenographer half the note-books and pencils she needs for taking dictation and half the paper and ribbons needed for typing transcriptions?

What man would pay two hundred dollars for house-painting labor and furnish only half the paint needed to cover his house properly?

These questions are absurd. No more absurd than denying the forty dollar pupil the two-dollar book allowance he needs to receive the benefit of the instruction his teacher is paid to give him.

Reading is the foundation subject in education. It opens the door to vast treasures of knowledge. Boys and girls forget, men and women forget much of what they were taught in school. But reading remains. Few who have learned to read abandon reading entirely. The chief problem in universal education is the development of interest in the right kind of reading. This requires that the schools be provided with books in great variety, informational and interesting to the point of leading children to ask for more. The eagerness and delight with which children turn to such books after a period of famine is proof of the value of the investment. Love of reading the right things must be cultivated. It is difficult to think of any other one thing which will contribute more to a successful and happy life. Only the schools can provide the necessary books in abundance to attain this end. Education largely fails when children leave school with no desire to read anything worth while. It remains that the constantly increasing leisure which they will have as adults will be largely ill-spent. It means also that as citizens they are likely to be uninformed and unintelligent, a prey to the superficialities of shallow minded political charlatans.

To accomplish their main purpose the schools must have adequate provision for books.

When three sixth grade classes are reduced to using one set of arithmetics which travel from room to room every morning the

educational waste is little short of appalling.

A survey commission report says on this subject: "(The city) has paid for current maintenance and has not received the return therefrom that would be possible had the city been a little more generous in provision for textbooks. . . . . A financial loss has been perpetrated upon taxpayers; an educational loss has been inflicted on boys and girls."

Business is business. In commerce and industry intelligent direction constantly seeks the elimination of waste and the securing of more effective production. In no well-organized business is a high-salaried worker kept constantly employed with inferior tools or without the necessary tools. In a profit-aiming organization that would mean bankruptcy.

The schools are engaged in the business of producing educational results. The absurdly unwise policy of keeping a fourteen hundred dollar teacher working with thirty-five dollars worth of books for thirty-five pupils when seventy dollars worth are needed is a folly which no man in his senses can approve.

Education in the public schools is an investment made by the people for the welfare of both the individual and the public. As an investment it should be managed according to business principles. After the selection of the right kind and the right number of teachers the most important thing is provision for the proper teaching materials to make the teachers' services worth-while. Most important of all is provision for an adequate supply of the right kinds of books.

Tenure Brings a Challenge

EDWIN C. WAGGENER
Principal of Liberty School
Englewood, New Jersey

IT is pretty generally agreed that self preservation is the first law of life. This is true of both man and animal. In striving for the preservation and advancement of self, there is the deep and natural urge for security.

The dictionary definition of security reads: "Freedom from fear, anxiety or care; confidence of power or safety; assurance, certainty. Freedom from risk, danger, harm. That which secures or makes safe; protection."

The element of security has long been considered one of the largest compensating factors in favor of entering educational service.

It may well be asked, what are we seeking protection from; what are we granted safety for? Briefly stated, the only justification for protective guarantees for the teaching profession is that we be protected from unfair, unjust, selfish interference while in the serious and effective pursuance of our duties in giving the children under our care the best educational guidance and leadership of which we are capable.

Shakespeare has Hecate, in Macbeth, say to the First Witch:

"And you all know security
Is mortals' chiefest enemy."

In what sense may security be one's enemy? It may be one's enemy if it engenders a feeling of smug complacency. It may be a deadening condition if it gives one the feeling of having "arrived." It may kill initiative if it encourages the idea that there is nothing to win or lose.

A very considerable amount of time and concern has been given by our professional organizations through the years to the establishing of the most stable and secure conditions of work for our profession. This is well and good and necessary. However, do we tend to stress security and to forget to demand efficiency of ourselves and of those within our ranks? Are we as deeply concerned about our product as our pensions? Will we grant that training counts as well as tenure?

The answer to these questions depends upon the individual. To generalize carelessly is usually as unfair as it is unsound.

To maintain security and at the same time demand efficiency is a state of professional balance which must be sought with increasing seriousness if we are to be equal to the modern problems with which we are and shall be continually faced. The safety of security is that of honor and trust. It must be won through established capacity for and continued willingness to do aceptable work in education or any other field.

No period of probation will make up for lack of character. And to the writer, the problem of efficient service under conditions of freedom is strictly one of character.

One of the most encouraging things observed by the writer over a number of years is that teachers, principals and superintendents are unbelievably accurate and just in judging their fellows. Competence is recognized and respected. The time markers are spotted and resented by their fellows.

An immediate and future challenge to our profession is to raise its standards by and within itself, the result of which would be to let the rain of ample compensation and protection fall only upon those who are honestly serious about the task of education.

A Letter-Writing Experiment

"An attempt was made to take some of the boredom out of concocting letters from thin air."

HELEN VOSATKA
West Technical High School
Cleveland, Ohio

IS there anything less interesting than writing a letter to a friend or relative, perhaps imaginary, such as most pupils must write in the course of their school years? Usually the assignment is something like this: "Write a letter to a friend or relative telling of some interesting experience which you have had or have heard of." Or it might be: "Write a letter to a friend asking him to visit you during his vacation." The creation of the body of such a letter has always proved something of a problem to many pupils. They rack their brains for ideas and the results are usually characterized by stiffness and lack of spontaneity.

During one such lesson with a junior high school class an attempt was made to take some of the boredom out of concocting letters from thin air, by a decision to have the pupils combine forces and write a kind of community letter to a fictitious but familiar character. The blackboard was cleared to allow ample space for the spread of ideas, after which one pupil wrote a tentative heading and salutation on the board, subject to change as soon as the course of the letter had become clear. Then the entire class concentrated on finding a sentence interesting enough to be used as a lead for the letter. Several volunteers were asked to give their ideas orally, the first contributors naturally being the more original and imaginative thinkers in the class. Others were given an opportunity to comment upon and to improve these ideas, and after the group had decided which of them was best, the pupil who had contributed most to its construction wrote it upon the blackboard in the proper place. After that any pupil was free to go to the board at will to make corrections in spelling, punctuation, capitalization, or to improve bits of illegible writing.

Now that the group had a general idea as to the theme of the letter, more pupils volunteered follow-up sentences. The best of these was added to the one already written, and the work progressed in this manner for a few minutes. Then a more informal procedure was taken up. The next opportunity to continue the work at the board was thrown open to anyone who thought he had a usable idea. The pupil went to the board as soon as he was ready, without waiting to be called upon. This informality tended to keep most of the class alert, for most pupils like to write on the board, and most of them can follow an idea when once they have been given a start. These new contributions were hailed with much interest—often with amusement amounting almost to hilarity while any shortcomings in content or structure, or in the mechanics of writing were immediately pounced upon. Pupils wishing to suggest improvements in content presented their versions for group approval before making any changes in the work already written. The first pupil to see a mechanical error was the one to correct it, going to the board of his own accord. This provided an opportunity for those pupils who couldn't think of anything to write about, since almost anyone could correct a misspelled word or supply a missing punctuation mark if he could only find the error more quickly than his neighbor did. Those who had already done some writing at the board were restrained a little, so that the slower ones might have a better chance to take part.

As the letter grew in length, general interest strengthened, and those who had already contributed a sentence or so began to come up for second or third turns. At this stage the slower pupils were given as much help and encouragement as possible, and a number of them responded, having needed only to be spurred on a little. The slowest ones were definitely assigned such small tasks as dotting a certain *i*, making a question mark or period clearer, changing a small letter to a capital, inserting a comma, or merely making a certain bit of writing more legible. This part of the work was of course less animated than it had been when the more active pupils had it entirely in their own hands, but it was given stimulus by ocasionally calling upon one or two of those almost too enthusiastic volunteers who could be counted upon to add something interesting.

Finally, the letter was brought to a close. By this time it covered most of the available blackboard space, in fifteen or twenty different and generally scrawling handwritings. One of the non-contributors succeeded in addressing an envelope; another one added the return address; and for one of the most backward, perhaps, remained the task of sketching in the postage stamp.

This exercise provided enough material for one lesson in letter writing, but since the work would have to be removed from the board, the time was extended so that every member of the class could make an accurate copy of it at his desk, to be submitted for correction. Here

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an opportunity was given to those pupils who wished to make any suitable changes or additions of their own. In this way each one was enabled to exercise as much originality as he possessed, and he who had none to exercise had nothing to do except to copy the letter exactly as it stood. The least that could be said for a pupil of the latter type was that he had gone through the motions of writing a letter correctly, and had become just that much more familiar with its form.

This lesson had not been planned to take such a course, but perhaps by its very unexpectedness it succeeded in arousing the interest of the class to a greater degree than was usually attained by the ordinary procedure. An occasional planned lesson of this kind might serve to add a livelier note to a somewhat routine task.

The product of one such lesson ran as follows:

Blue Creek Camp
Minton, Ohio
July 15, 19—

Dear Shorty,

You're missing a carload of fun by not being here in camp this summer. If you think you had a good time last year you ought to be here now! I'm sharing a tent with Tubby Wilson—you know him—he's the fellow from Akron, and he weighs about a hundred seventy. Do you remember the way he used to keep things humming around camp with all his crazy tricks? Well, he's funnier, and fatter than ever, this year. Everyone knows that Tubby's the best swimmer in camp, but sometimes during swimming period he pretends he can't swim a stroke, and he does all kinds of comical things, like falling off the diving board to make a big splash. Then he thrashes around and yells for help. He keeps us laughing until we're tired out. Everybody says he ought to charge admission for the shows he puts on.

The whole crowd is going out on an overnight hike tonight. We're not taking any tents along—just blankets. That's the best way to sleep—just pick out a nice soft spot, roll up in your balnkets, and then—pleasant dreams. That is, they're pleasant until it begins to rain or until the mosquitoes begin to work on you.

Shucks, Shorty, I surely do miss having you here. I'll be seeing you in about three weeks and I'll have a stack of things to talk over with you. Write and tell me all the home town news. I'd like to know what you're doing with yourself back there in Cleveland.

Your best friend,
Dan.

WINSHIPISMS

Real democracy is public respect for the common people and self-respect of the common people.

◆

A teacher who is not proud to be a teacher should not be a teacher. There is no opportunity in the world of which one should be more proud than that of being a teacher.

◆

A man's life can be no higher than his aspiration, and his aspiration can be no higher than his appreciation.

A. E. Winship.

Robin Hood Goes to Town

DOROTHY ANN RUST
Santa Barbara, California

Would your pupils "sniff" at Verse-Choir reading? Here's how they may be taught to like it.

THAT much dreaded large class is a joy in teaching voice-choir work. In fact, the larger the class the better the results. While many kinds of poetry have been used successfully in this study, narrative poetry and particularly the old English ballads are ideal.

The implications given to verse-choir work are varied, and, sad to say, some educators enjoy making something far too difficult out of it. In reality it is simplicity itself. To begin with, the ballads are a natural form of poetry, sung by and handed down by generations of ordinary folk. (Modern ballads are copies of this style, too.) It is just as natural today for students to relate aloud these tales with all of their dramatic implications as it was for their ancient forebears to do so centuries ago.

The prime hurdle to jump, we have found from experience, is a psychological one. American children, or, for that matter, American adults, are not natural singers, nor mass expressionists. (Football, and baseball games are exceptions, but they do not represent this type of expressionism.) Those of you who have attended an English gathering know how a song springs to the people's lips on the slightest provocation. All of us, no doubt, have noticed how silent and awkward the American audiences are today when the "Star Spangled Banner" is flashed on the screens of our cinema houses.

You are likely to find a certain strained atmosphere hovering over your class when you begin this work. The first time we used it, the class was large and made up of a great conglomeration of Greeks, Italians, Jews, Mexicans, Irish, Germans, Armenians, and a few who would be called typical Americans. Of course, they were all Americans, but by virtue of their foreign extraction and the section of a large city that had bred them, they were just about as difficult to interest in verse-choir work as a prize fighter in needlepoint. You could just see the sneers form on their faces when the subject was broached.

Dauntless, I believe, is the word to express our character that day. It had occurred to us that these children were not to blame for their lack of appreciation of something that seemed sissified to them. One could not hand it to them and say, "Take it or leave it." Rather we asked ourselves what interested them most in the movies or on the radio. Picaresque characters doing valiant deeds led the list. It was a perfect lead. For what were the ancient mummers but picaresque characters who did valiant deeds or at least told of such dangers for a crust of bread?

So this was our approach. There was nothing sissified about Gil Blas, or Robin Hood, or Don Quixote and these children were made to know it. Of course, you may have a dignified, well-bred, interested group of youngsters. If you do, you are fortunate, indeed. Your approach will not bother you. They will take that part of it for granted. We, however, were not so fortunate.

The next step is to choose your ballades or narrative poems and of the many hundreds of suitable ones the following are excellent: "Robin Hood and Little John," "Sir Patrick Spence," "The Wife of Usher's Well," "The Cruel Brother," "The Douglass Tragedy," "Bonnie George Campbell," "Hind Horn," and modern ones like "The Highwayman," or "The Haunted House." They are particularly suitable when they contain numerous speeches and when there is a recurrent chorus.

Next, one segregates the voices into three groups . . . high, medium, and low. Test them by having each student in each row read a short verse of two or three lines. Tell each student in what group he belongs. He can read from his own seat, however, if you wish.

Quite naturally the average person has a medium pitched voice; so it is natural that the medium group carries the general narrative theme. The high and low voices are used intermittently to relieve the tedium and to add the highlights and shadows of sound, as it were.

Each group reads as a whole. At first they will not find it easy to begin at the same instant. A student leader from each group can help in this situation by standing before the class and leading his particular group. A teacher cannot lead all three groups without confusion unless each group is seated together. Then one student leader or the teacher alone can handle the entire group. But reseating the students, according to voice pitch, at the beginning of the hour may cause more loss of time than you wish to spare.

Let us take, for instance, "The Highwayman" by Alfred Noyes, which is a general favorite in the school rooms, and lay out a workable pattern for it, one which we have used and proved to be successful. The lines marked low, medium, or high are, of course, read by that group.

I

The wind was a torrent of darkness among the gusty trees, (Medium.)
The moon was a ghostly galleon tossed upon cloudy seas, (Low.)
The road was a ribbon of moonlight over the purple moor, (High.)
And the highwayman came riding—Riding—Riding—(Medium.)
The highwayman came riding, up to the old inn-door. (Medium.)

II

He'd a French cocked-hat on his forehead, a bunch of lace at his chin, (Low.)
A coat of the claret velvet, and breeches of brown doe-skin; (Medium.)
They fitted with never a wrinkle: his boots were up to the thigh! (Medium.)
And he rode with a jewelled twinkle, (High.)
His pistol butts a-twinkle, (High.)
His rapier hilt a-twinkle, under the jewelled sky. (High.)

III

Over the cobbles he clattered and clashed in the dark inn-yard, (Low.)
And he tapped with his whip on the shutters, but all was locked and barred; (Low.)
He whistled a tune to the window, and who should be waiting there (Medium.)
But the landlord's black-eyed daughter, (Medium.)
Bess, the landlord's daughter, (High.)
Plaiting a dark red love-knot into her long black hair. (High.)

IV

And dark in the old inn-yard a stable-wicket creaked (Low.)
Where Tom the ostler listened; his face was white and peaked; (Low.)
His eyes were hollows of madness, his hair like mouldy hay, (Low.)
But he loved the landlord's daughter, (Medium.)
The landlord's red-lipped daughter, (Medium.)
Dumb as a dog he listened, and he heard the robber say—(High whisper.)

V

"One kiss, my bonny sweetheart, I'm after a prize to-night, (Medium.)
But I shall be back with the yellow gold before the morning light; (")
Yet, if they press me sharply, and harry me through the day, (")
Then look for me by moonlight, (")
Watch for me by moonlight, (")
I'll come to thee by moonlight, though hell should bar the way." (")

VI

He rose upright in his stirrups; he scarce could reach her hand, (Low.)
But she loosed her hair i' the casement! (Low.)
His face burned like a brand (Low.)
As the black cascade of perfume came tumbling over his breast; (Low.)
And he kissed its waves in the moonlight, (High.)
(Oh, sweet black waves in the moonlight!) (High.)
Then he tugged at his rein in the moonlight, and galloped away to the West. (Medium.)

PART TWO

I

He did not come in the dawning; (Medium.) he did not come at noon; (High.)
And out o' the tawny sunset, before the rise o' the moon, (Medium.)
When the road was a gipsy's ribbon, looping the purple moor, (High.)
A red-coat troop came marching—(Low.)
Marching—Marching—(Low.)
King George's men came marching, up to the old inn-door. (Low.)

II

They said no word to the landlord, they drank his ale instead, (High.)
But they gagged his daughter and bound her to the foot of her narrow bed; (Medium.)
Two of them knelt at her casement, with muskets at their side! (Medium.)
There was death at every window, (Low.)
And hell at one dark window; (Low.)
For Bess could see, through her casement, the road that *he* would ride. (Low.)

III

They had tied her up to attention, with many a sniggering jest; (Medium.)
They had bound a musket beside her, with the barrel beneath her breast! (High.)
"Now keep good watch!" and they kissed her. (Low.)
She heard the dead man say—(Medium in half whisper.)
Look for me by the moonlight; (Low.)
Watch for me by the moonlight; (Low.)
I'll come to thee by moonlight, though hell should bar the way; (Low.)

IV

She twisted her hands behind her; but all the knots held good. (Medium.)
were wet with sweat or blood! (High.)
She writhed her hands till her fingers
They stretched and strained in the darkness, and the hours crawled by like years, (Medium.)
Till, now, on the stroke of midnight, (Low.)
Cold, on the stroke of midnight, (Low.)
The tip of one finger touched it! The trigger at least was hers! (Low.)

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V

The tip of one finger touched it; she strove no more for the rest! (Medium.)
Up, she stood up to attention, with the barrel beneath her breast, (High.)
She would not risk their hearing; she would not strive again; (Low.)
For the road lay bare in the moonlight; (Medium.)
Blank and bare in the moonlight; (Medium.)
And the blood of her veins in the moonlight throbbed to her love's refrain. (Low.)

VI

Tlot-tlot; tlot-tlot; (Medium.) Had they heard? The horse-hoofs ringing clear? (High.)
Tlot-tlot, tlot-tlot, in the distance? (Medium.) Were they deaf that they did not hear? (Low.)
Down the ribbon of moonlight, over the brow of the hill, (Medium.)
The highwayman came riding, riding, riding! (Medium.)
The red-coats looked to their priming! (Low.) She stood up, straight and still! (High.)

VII

Tlot-tlot, in the frosty silence! Tlot-tlot, in the echoing night! (High.)
Nearer he came and nearer! Her face was like a light! (Medium.)
Her eyes grew wide for a moment; she drew one last deep breath, (Medium.)
Then her finger moved in the moonlight, (Low.)
Her musket shattered the moonlight, (Low.)
Shattered her breast in the moonlight and warned him—with her death. (Low.)

VIII

He turned; (High.) he spurred to the West; (Medium.) he did not know who stood
Bowed, with her head o'er the musket, drenched with her own red blood! (Low.)
Not till the dawn he heard it, his face grew grey to hear (Medium.)
How Bess, the landlord's black-eyed daughter, (Medium.)
Had watched for her love in the moonlight, and died in the darkness there. (Medium.)

IX

Back he spurred like a madman, shrieking a curse to the sky, (Medium.)
With the white road smoking behind him and his rapier brandished high! (High.)
Blood-red were his spurs i' the golden moon; wine red was his velvet coat, (Low.)
When they shot him down on the highway, (Medium.)
Down like a dog on the highway, (Low.)
And he lay in his blood on the highway, with the bunch of lace at his throat . . . (Medium.)

X

(Almost whispered verse.)
And still of a winter's night, they say, when the wind is in the trees, (High.-
When the moon is a ghostly galleon tossed upon cloudy seas, (Medium.)
When the road is a ribbon of moonlight over the purple moor, (High.)
A highwayman comes riding—(Low.)
Riding—Riding—(Low.)
A highwayman comes riding up to the old inn-door. (Low.)

XI

Over the cobbles he clatters and clangs in the dark inn-yard; (Low.)
He taps with his whip on the shutters, but all is locked and barred; (High.)
He whistles a tune to the window, and who should be waiting there (Medium.)
But the landlord's black-eyed daughter, (High, medium, and low.)
Bess, the landlord's daughter, (High, medium, and low.)
Plaiting a dark red love-knot into her long black hair. (High, medium and low.)

▼

As a general rule high-pitched voices are more flexible and have a lyric quality. Medium voices work well almost anywhere. Lower-ranged voices punctuate the tale with mystery, tragedy, bravado, and intensity.

We never found any trouble with discipline during these readings, for everyone is anxiously awaiting his next cue to "come on." As we have mentioned before, the larger the class, the better the results. You will find no exact rules for creating verse choir patterns. Create your own. Let the cadences of the lines help you. If you know the rudiments of music, the task will be simpler, but, anyway, you can do it. Experiment with the lines aloud, keeping in mind the emotions engendered by these three pitches in vocal tones.

Ballads have been associated with pleasure through the centuries. True enough, their themes are often tragic, but still they were repeated from earliest times for their entertainment values. If an English class can study them for their story-value, rather than for their metre, for their scintillating verbal music than for their rhymes, the class certainly enjoys them more. When, in ten years' time, a ballad may come the way of your erstwhile student, he will think of you kindly, if he is able to read it with relish rather than thrust it from him with a "had enough of that stuff in high school" attitude. Verse choir recitations can be made to interest at least ninety-nine out of every hundred students.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

A Triangle of Techniques

Readiness, motivation and comprehension are elemental terms in instruction. We have read about them, we have talked about them, but still we have failed to capitalize them to the fullest degree. Let's make a critical examination of our work now; let's resolve to make our teaching more vital than it ever has been.

Readiness cannot be overstressed. Is this child's mind capable of grasping what the teacher is trying to teach? Is the subject matter in this lesson or this course on his mental level? There can be no teaching unless the method and subject matter are in harmony with the child's intellectual status; unless all factors are nicely attuned. Important steps in teaching are—(1) modify the subject matter; (2) modify the method; and (3) modify the child's experiences through stories, pictures, field trips and reading. In this last connection, however, be sure that every activity is closely allied with the subject matter in question. Everything that is foggy and irrelevant clutters the work.

Motivation. Have we created a burning passion on the part of each child to master this assignment? Is the child itching to pursue this activity or is he itching to jump out the window and slink down the alley? Make the work interesting and colorful. Create a dominating purpose and the child will do the rest.

Comprehension. All teaching is lost motion if it does not result in understanding and appreciation. We must be sure the child understands what we present; that he can analyze it, discuss it, use it. The only real test of comprehension is practical application. Supply plenty of opportunity for it.

"The highest ambition of every good teacher is to be excelled by his pupils. The one thing he wants more than anything else is that those whom he teaches will surpass him in every respect—in brains, character, achievement.
—*William Lyon Phelps.*

All in the Day's Work

EVERETT V. PERKINS
Principal of Cony High School
Augusta, Maine

LEADER OR DRIVER?

Our discussion at today's faculty conference was based on the following outline, a copy of which was handed each teacher.

AS A TEACHER AM I A LEADER OR A DRIVER?

THE LEADER (Think of the leader of a party up a mountain.)	THE DRIVER (Think of the old time slave driver.)
1. Lets the group share in many of his plans.	1. Makes all the plans himself.
2. Proceeds a little way ahead.	2. Takes a position anywhere but in the front.
3. Is friendly and interesting.	3. Is unfriendly and uninteresting.
4. Depends upon influence instead of authority.	4. Depends upon authority instead of influence.
5. Keeps group in a state of joyful anticipation.	5. Keeps group in a state of fear.
1. IF I talk over with the class about plans, asking their opinions regarding assignments, reviews, explanatory devices, general procedures, and all other things about which young people might have valuable ideas;	1. IF I always tell students just what is to be done and how they are to do it, maintaining that their duty is merely to absorb and conform;
2. IF I am ahead of my students, not only in knowledge of subject matter, but in courtesy, patience, correctness of speech, punctuality, orderliness, enthusiasm, industry, and in the other characteristics and attainments which are desirable for boys and girls to possess;	2. IF I have little thought for my example in respect to those attitudes and achievements which I expect the boys and girls to have;
3. IF young folks look upon me as a friendly and interesting person, one whom they like to be with and many of whose traits they desire to imitate;	3. IF I am not fond of young people and do not make it my concern to win their respect and confidence;
4. IF I suggest instead of command, direct instead of rule, and aim to encourage the good in students rather than to suppress the bad;	4. IF I think much about the dignity of my position as teacher, emphasize the importance of implicit obedience on the part of my students, and exult in my power to inflict penalties;
5. IF students come to my class joyously, leave it eager to begin tomorrow's assignment, and always have a feeling that they are going to do better and better work;	5. IF students dread to get the marks I give them, expect to fail in my subject, and shrink from coming to my class for fear of being victims of sarcasm and punishment;
THEN I AM A LEADER AND MAY I BE A BETTER ONE.	**THEN I AM A DRIVER AND MAY I REFORM.**

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Educational Horizons

By RANDALL R. PENHALE
Principal, Iron River High School, Iron River, Michigan

WITH 6,000,000 students now in secondary schools, maintained at a yearly cost of $810,000,000, the task of preparing a modern curriculum assumes gigantic proportions. What is on the horizon? The trend, if New York City's $4,500,000 eleven-story skyscraper Needle Trades High School to be occupied this month can be taken as an index, is definitely towards the vocational, not, however, to the detriment of the cultural. Dr. Campbell, city superintendent, says, "Nothing like it has ever been seen in this city or in the country!" Included in the curriculum will be instruction for entrance into the fur, shoe, men's and women's wear, and millinery industries. Six classrooms are equipped for sound motion pictures, radios are in all rooms, as well as a complete intercommunication system operated from the principal's office. Pupils who choose studies in home economics will have the use of a model apartment, complete with kitchen, bedroom, and parlor.

▼

In Madison, Wisconsin, Ralph Chamberlin, principal, reports that his school has a similar practical end in view. While 29 per cent of his pupils usually matriculate at a college, his faculty provides a different kind of lesson content for those who will not go on to universities. In their senior year, English classes write business letters, etc.; no classics are studied. In chemistry, students learn to put this subject to practical uses—not merely to get ready for an advanced course which might be taken in college. The emphasis is on preparation for life!

▼

The bombshell dropped at the 54th annual convention of the American Historical Association by General George C. Marshall continues to reverberate. Said the general, "I believe that much of the colossal waste, much of the tragedy of war are due to the ineffective manner in which history is taught. . . . We are taught that we have won all the wars in which we participated . . . given the comfortable belief of our invincibility. But our defeats, our errors, are glossed over." Expressed in different words, it appears General Marshall would insist that history teachers indoctrinate students with the need for a larger army, navy, more and better equipment that we might be genuinely prepared for but not to engage in, a conflict. . . . But no one will deny that Mr. A. E. Thompson of Tipton, Iowa, is on the right track whose civics classes are organized into a miniature Congress which permits thoroughgoing oral discussion by students of such issues as preparedness and peace. His plan provides for a Senate, House, President, Vice-president, Speaker, President pro-tempore, and ten committees. . . . But the real encouraging note of the month comes from a university student who berates his school for not providing study facilities better than noisy dormitories and fraternity houses and restless libraries. He pleads for a plan similar to that in operation at Smith College, Northampton, Massachusetts. There basements of various buildings are being set up as study rooms. Windowless—yet adequately ventilated; soundproof; equipped only with a desk, chair, and a bright lamp, each room is the last word in isolation and concentration. More requests like this would dispel the popular notion that college students do not genuinely desire to prepare themselves for life.

▼

Recognition of professional service recently came to a number of outstanding educators. Signally honored was Dr. Howard Y. McClusky of the University of Michigan, School of Education, who has been given a leave of absence to become associate director of the American Youth Commission, an organization underwritten by Rockefeller funds. Under his direction the problems of youth employment, recreation, family life and social development, will be studied. . . . The title of "America's foremost interpreter of science in the news" has been conferred upon Howard W. Blakeslee, Associated Press science editor. . . . Entering Notre Dame University as a student in 1908, John F. O'Hara has lived to see the day when he would relinquish the presidency of his alma mater to be selected by Pope Pius XII as auxiliary bishop of the United States Army and Navy. . . . Professor Howard L. Bevis of Harvard succeeds Dr. George W. Rightmire as president of Ohio State University.

▼

In the secondary school field, Karl W. Haller, Wheeling, West Virginia, has been headlined for his ornithological discovery. He has decided to name his bird species "Sutton Warblers" in honor of Dr. G. M. Sutton of Bethany, West Virginia. . . . Thanks to Sheriff Carter of Fort Worth, Texas, Ernest Cullen, an Auckland, New Zealand, schoolboy has received a splendid collection of reptiles for his school's museum. Perhaps Mr. Carter's willingness to cooperate is traceable to the Cullen youngster's conception of present day Fort Worth. He wrote: "You must find it very lonely in your fort. . . . What do you do now that there are no more bad hombres to arrest?"

▼

Polls, surveys, investigations, radio quiz programs are the vogue

(*Continued on page 106*)

The News Digest SECTION

Program for Boston Schools Submitted

BOSTON.—Members of the Boston School Committee recently saw a word picture of what school officials believe would be the ideal school system for Boston. In response to a request of Committeeman Joseph Lee, who had urged the drafting of an "ideal" school program "as something by which we can guide our decisions," Supt. Arthur L. Gould and three assistant superintendents submitted such a program.

It included these items:

1. A compulsory four-year homemaking course for every girl.
2. Slow grades for slow learners.
3. Special classes for rapid learners.
4. Extension of reading clinics as a weapon against delinquency.
5. Re-establishment of summer review and reading schools.
6. Provision for study trips to museums and nature centers.
7. Night classes in trade training.
8. Classes for mothers at the High School of Practical Arts.
9. Extension of the playground and recreational program.
10. More commercial machines in the schools.
11. Completion of the intermediate school building program.

Mass Oath Ceremony

PORT HURON, MICH. — Teachers oaths were administered in a public ceremony to 275 Port Huron teachers, December 12, in the first mass pledge of allegiance of its kind ever held in the city.

The oath was administered by Frank R. Schell, attorney for the board of education, with L. A. Packard, superintendent of schools, presiding, as the teachers stood with hands uplifted and repeated the pledge. Teachers in Michigan public schools have taken the oath in previous years by signing their annual contracts, which had a clause containing the oath. This year they were required by state law to sign and file oath cards, before December 27.

HUGE AVIATION SCHOOL FORCED TO REFUSE HUNDREDS OF BOYS

NEW YORK.—Probably influenced by the European war, students in the New York City school system have become strongly aviation-minded. Boys not yet out of junior high schools are clamoring for the opportunity to become airplane mechanics and aeronautic experts. Aviation is the most popular offering of the vocational division.

In some instances the appeal is the exciting note of adventure commonly associated with flying. Generally, though, the young students are fully aware that a first-class boom has hit the aviation industry, and that jobs are available for qualified men. They have read that an influx of war orders, combined with demands from the United States Government, keep the shops humming.

And in the classrooms they are told that aviation mechanics are needed as never before, that even apprentices get good wages.

At the opening of the Spring term last week at the Manhattan High School of Aviation Trades, a record enrollment of 3,100 boys taxed the school to its capacity. In fact, overcrowding, an inadequate teaching staff and poor quarters are some of the handicaps that face the educational officials.

Devoted solely to teaching and training aviation mechanics, the Board of Education's airplane school at 220 East Sixty-third Street is the largest institution of its kind in the country. Boys from every borough eagerly seek admittance. Right now the complaint is that it has become over-popular.

The principal, Elliott V. Noska, had to turn away 500 students when the new term opened. Poor boys and rich, from the East Side and Park Avenue, foreign-born and native Americans, bright students and dull-normals, all are anxious to get in on the "ground floor" of this booming trade.

There is a pretty good reason why the subject has attained such popularity. Of the 196 boys who were graduated a few weeks back, 90 per cent will be working before the month is over.

While graduates of the academic schools frequently have to wait two, three or even four years to get any kind of job, the aviation school experiences little difficulty in placing its students. Under the direction of Daniel J. Brimm, Jr., an effective employment bureau is maintained. Airlines throughout the country are made aware of the student's qualifications and abilities.

Guy W. Powers To Brattleboro

BRATTLEBORO, VT.—The Brattleboro Board of Education has elected Guy W. Powers, one of the State's ablest educators, to the post of Superintendent of Schools. Mr. Powers has made a fine record during his eighteen years as Superintendent of the Windham County Central School District comprising eleven towns. He has been active in the development of Leland and Gray Seminary at Townshend, a long established institution which serves the secondary school needs of a large rural population.

University Aids Industries of State

DURHAM, N. H. — Manufacturers in New Hampshire brought 130 technical problems to the University of New Hampshire's Engineering Experiment Station in 1939, Director George W. Case, has disclosed.

Large and small companies alike made use of the technological facilities in all fields of engineering. Largest number of experiments was in the field of mechanical engineering with 67. Chemical engineering contributed 50 and electrical engineering 13. Sixty-four different companies brought problems.

BRITAIN TO END SCHOOL HOLIDAY DESPITE AIR RAID POSSIBILITIES

LONDON.—The British government has served notice on 400,000 British school children that their war-time holiday must end to save them from a "growing demoralization."

Earl De La Warr, President of the Board of Education, announced in the House of Lords that school attendance for children still living in the so-called danger areas would be made compulsory. The new policy was announced in reply to a question from the Archbishop of Canterbury, the Most Rev. Dr. Cosmo Gordon Lang.

Out of nearly 1,250,000 children now in the danger areas—those from which children were removed early in the war to places considered safer from air raids—about 400,000 were getting no schooling, De La Warr said. He added that whatever the risks of air raids—and he said he thought they were still great—"we must see that every child goes to school somewhere."

"If parents are not willing to send their children to the comparative safety of reception areas, then they must send them to school in town," he said. "The moment the children can be accommodated, attendance must be enforced."

Full-time schooling was the objective, he said, but a half-time provision for all children by April would be an acceptable minimum.

Efforts will be made to have school buildings commandeered for war purposes returned, and in some cases the buildings may be shared by schools and civil defense organization.

Teachers Get Pay Raise In Somerville

SOMERVILLE, MASS. — The Somerville School Committee went on record in favor of professional increments being continued, announced raises of $100 for 39 teachers and of $50 for seven teachers, in submitting a budget of $1,407,339 recently.

The salaries budget is $21,000 over the salary expenditures of last year, although the actual budget requests for 1940 are but $600 more than those of 1939.

In 1939 the Board of Aldermen cut the school budget about $40,000 but later restored about half that amount. Set aside for salaries is the sum of $1,319,266.

University Center For Atlanta Nearer

ATLANTA, GA.—Progress is being made in the effort stimulated by the offer of the General Education Board of the Rockefeller Foundation to obtain establishment of an Atlanta University Center.

It will be necessary to obtain public pledge of $5,000,000 before the General Education Board's offer of $2,500,000 may be accepted.

Preston S. Arkwright, President of the Georgia Power Company, and General Chairman of the public drive to obtain these funds, says that $3,100,000 of the necessary money is already pledged.

Besides these pledges, alumni leaders of Emory University, Agnes Scott College and the Candler School of Theology are already in process of campaigning for some $600,000 additional endowment for their units, to strengthen them for participation in this central activity.

Business leaders, as well as local educators, have been aroused by the challenge of the need for this center, which educational experts, who have surveyed the situation, declare to be one of the most critical issues of the southeastern region.

South Carolina Ups Bus Help

COLUMBUS, S. C.—The general appropriation bill has been increased by $100,000 to a total of $400,000, through action of the Senate in allotting this sum to assist counties in defraying the cost of transporting pupils to and from school over special buses provided for the purpose. The upper group of lawmakers chalked up this addition to the already ample fund measure as it sped through sections of the bill most pressingly in need.

The vocational educationaal aid fund was also boosted from $40,890 to $50,890, at the suggestion of the Finance Committee. Senator Bates of Richmond pointed out that the higher figure was in the House Bill but that the Finance Committee lowered the allocation through "a misunderstanding."

Tarrytown Pupils Veto Stockings

TARRYTOWN, N. Y. — Pupils of Highland Manor School, Tarrytown, pose a problem common in winter to parents, teachers and doctors alike in refusing to wear full-length stockings and insisting upon braving the wintry blasts in the briefest of ankle socks.

The mothers of these 'teen-age students have pleaded with them on the score of chapped legs and the danger of catching cold. The faculty voted for full-length stockings. But the student government association vetoed them and gave blanket approval to bare legs even in bleakest February.

With each side claiming victory, a joint committee of students and teachers was appointed to discuss the situation. Failing to come to an agreement, they decided to arbitrate, with the health aspect the point at issue. The Life Extension Institute was to be the judging authority.

Dr. Eugene H. Lehman, director of the school, now has the answer. It unconditionally upholds the stand of the adults, reading in part: "We believe that the faculty ruling on this subject is entirely correct and is in complete accord with common sense and good hygiene."

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Graves Puts Limit On Education Right

PHILADELPHIA. — An "aristocracy of service" rather than "merely an 'aristocracy of brains'" was suggested as a slogan for American higher education by Dr. Frank P. Graves, New York State Commissioner of Education, speaking at the midwinter convocation of the University of Pennsylvania.

"Today our social problems and needs in America seem most complex and momentous," he said, "and we should strive as never before to select our leaders wisely and then train them definitely for the service of society."

Dr. Graves declared that not even "the most gifted youth" had any natural right to the advantages of a college education, since he was "not in the least responsible for his great ability."

"The only justification for his receiving opportunities denied to others is a larger return to society," the speaker went on. "Indeed, the more highly endowed he is, the more sensitive should he be rendered to social service.

"For higher education added to his natural gifts will proportionately increase his already large capacity for good or ill, and if he used his powers for strictly selfish, predatory or criminal ends, there could be no more profound disservice to society than providing him with a college education. Such a policy, pushed to its logical conclusion, would lead to social suicide."

High Schools Hit In Rutgers Report

NEW BRUNSWICK, N. J. — High schools are neglecting the student of superior ability, according to indications of tests given last year at Rutgers University, Dr. Griffith W. Williams, assistant professor of psychology, said. Dr. Williams discussed the subject in a report on the administration of scholastic aptitude tests as part of university entrance requirements. Rutgers instituted the aptitude test as a requirement for entrance last year.

Through installation of this requirement, the average aptitude test score for the freshman class was raised from 84 in 1938 to 94 in 1939, Dr. Williams pointed out. This increase of ten points indicates a higher level of ability of members of this year's freshmen class, he added.

"This year's entering class is a more able class, but it has no better grasp of English or mathematics and is no better in the skills required for reading," Dr. Williams reported. "It may be facetious to suggest that we are getting the bright but lazy student. It does seem probable, however, that the student of superior ability is not given work of comparably superior quality or quantity in the high schools.

'WRITE YOUR CONGRESSMAN' HABIT WILL BE ANALYZED AT SYRACUSE

SYRACUSE, N. Y.—Seeking a greater understanding of the present "write your Congressman" habit and development of a formula whereby legislators can evaluate floods of mail to which they are frequently subjected, A. Blair Knapp, dean of men and instructor in political science at Syracuse University, is making an analysis of communications received by Representative Clarence Hancock of the Thirty-fifth New York District.

Selected for the study is the material received by Mr. Hancock from his constituents during consideration of the amendment of the Neutrality Act in a special session of the Seventy-sixth Congress. Included are letters, telegrams, postcards, petitions and many printed appeals circulated in the Protestant churches of Syracuse.

In turning over the mass of correspondence for study, Mr. Hancock explained that this form of appeal to members of Congress had reached such proportions that Representatives were confused by it and that some method was needed for evaluating it so that legislators could determine quickly the extent to which it should receive attention.

CONDITIONS FOUND CHANGED

Dean Knapp has undertaken the study because of its importance in the field of legislation which he regards as the key process in representative government since the manner in which policies and programs are formulated really determines whether the government is a representative one in accord with democratic theory.

Since his will be a pioneering study, Dean Knapp has little precedent to follow in his study which he expects to evolve slowly as the work proceeds. His first approach is that of classifying the material as to type, whether it is a petition, personal letter, telegram, etc., and as to the sender. The latter will be classified by age, sex, party affiliation, occupation, religion, rural or urban residence, etc.

Another basis of classification will be the method of approach of the communication, whether it is demanding, pleading, reasoning or threatening. Other facts which the study proposes to determine will include:

Extent to which the stereotyped phrases of the formal petitions appear in personal letters and the sources of these phrases.

Extent to which dates of the communications coincide with those of appeals through press, radio or pulpit.

Pressure groups to which senders of appeals belong.

Plan Second Exodus Of Paris Children

PARIS.—Municipal and Government authorities are cooperating on arrangements for a possible second—and larger—exodus of Paris school children. They emphasize that they merely are carrying out measures of "natural foresight."

Only about 50,000 children were sent away at the start of the war, when everything on wheels was in demand for pushing an army of 5,000,000 men into position.

During the quiet months that have followed, many of the children have come back. Now arrangements are under way to send 200,000 to the provinces if necessary.

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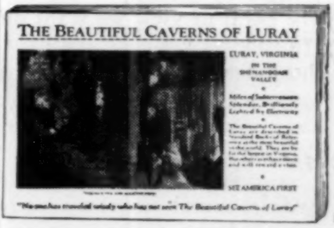

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'STAY-AT-HOME COLLEGIANS' LISTEN TO COURSES ON RADIO

COLUMBUS, OHIO.—The Aladdin's lamp of today—the radio—is taking the college classroom into kitchens and living rooms throughout the country, into western ranch homes and city apartments, and "stay-at-home collegians" are expressing their preferences as to the courses they want to "take."

WOSU, the campus station of Ohio State University here, has launched into its sixth year of such courses-on-the-air. People want most, a listener's survey by the university shows, instruction in English, sociology, American government, and kindred subjects. So air classes have been arranged accordingly.

Mrs. Smith on a Colorado ranch, while doing the family ironing, can turn her radio dial and sit in at a Spanish class conducted by Demetrio Cabarga, of the University's department of romance languages.

Mrs. Brown, mending Johnny's sweater, in her suburban home, can tune in to a course in "American Government," taught by Prof. H. Schuyler Foster, Jr. And Mrs. Jones, in her city apartment, can join the on-the-air class in sociology, or a class in improving one's every-day grammar.

There's also a course in "World Famous Music," and a special one "For Homemakers," that discusses problems of homekeeping.

Enrollment is free, and supplementary materials may be had on application to the university station.

School Ban Sought On "Unbiased Book"

PHILADELPHIA.—Parents of Philadelphia's public school children were asked recently to seek the banning of a social science textbook that Mrs. Ellwood J. Turner, corresponding secretary of the Daughters of Colonial Wars, deems "very, very un-American."

Mrs. Turner contends the book, written by Dr. Harold Rugg, professor of education at Columbia University "tried to give the child an 'unbiased' viewpoint instead of teaching him real Americanism."

"All the old histories taught 'My country, right or wrong,'" she said. "That's the point of view we want our children to adopt."

Dr. Alexander J. Stoddard, superintendent of schools, said several books of Dr. Rugg were in use here. "They are not used exclusively in the schools," he added. "The children are taught from several textbooks and they understand the author's opinion may be colored and they use their own judgment."

Expert Hits School Rewards

EVANSTON, ILL.—Parents should stop "bribing" their children to win high scholastic ratings, a university educator said recently.

The advice came from Dr. Witt Brogan, professor of education at Northwestern University, who reported he had found that the practice of giving nickels, dimes, bicycles, promises of vacations and other "minor bribes" was one of the "greatest single causes of cheating in schools."

"The grading system as normally set up in our schools," Dr. Brogan said, "discourages those children who need encouragement, and encourages those who would learn easily anyway. Giving a nickel or a dime or a new bicycle for bringing home good grades accentuates this evil.

"The practice of giving rewards makes grades the reason and purpose of learning instead of emphasizing the learning itself," he contended. "In my experience, systems of punishment and reward for grades have been the greatest single cause for cheating in school."

Aid to Youth Costing $400,000,000

WASHINGTON.—The Federal Government is now operating a youth-relief program which touches and gives whole or partial support for various types of training to about 1,000,000 young people at a cost of about $400,000,000 a year. Of this total, $300,000,000 is expended on the Civilian Conservation Corps and $100,000,000 through the National Youth Administration.

A Congressional group, led by Senator Murray of Montana has introduced companion bills in the House and Senate to raise the annual commitment for the NYA to $500,000,000. The NYA is really many activities in one, which distributes its $100,000,000 over an estimated 773,000 young people in this fiscal year, of whom 500,000 are in school and 273,000 are out of school. It operates in the age brackets from 16 to 24, giving seasonal assistance in many cases and permanent assistance in others. In the peak month of 1939, 272,000 high school students were on its rolls.

The high school students getting assistance receive not less than $3 and not more than $6 a month, in return for assigned small chores which do not interfere with the regular employment of normally paid workmen. College students in this program get from $10 to $20 a month for similar work.

The out-of-school youth program run by the NYA consists largely of providing facilities for vocational education and some work for which wages are paid on a lower scale than those given to adults in the WPA. About half of these out-of-school youths worked less than six months last year and in the full period of NYA operation 70 per cent have worked less than one year on these made projects.

Weigh Appeal On Teacher Exams

ALBANY. — Disappointed and disturbed by the decision of Frank P. Graves, State Education Commissioner, that boards of education are powerless to compel school teachers to undergo physical examinations unless the health of pupils is endangered by contagious diseases, officials of the New York City board are considering two possible avenues of appeal.

The Graves decision was the climax of an appeal by Mary B. C. Byrne of the Bronx, one of the 250 teachers ordered by the New York City board last October to submit to examinations. Miss Byrne, a teacher for 33 years, failed to comply and was given one alternative—retirement.

She fought this. The board preferred charges of incompetence, insufficient service and insubordination against her, but Dr. Graves said the only evidence presented was her refusal to obey the order.

The board may now ask Commissioner Graves for a reargument on the basis of legal rulings he may have overlooked, or may go to the Supreme Court here. If the ruling is not appealed, hereafter teachers will be called for examinations on a voluntary basis only.

Humanitarianism Award to Teacher

PITTSBURGH. — A woman who has educated 10,000 boys and girls—most of them so poor that they could pay her nothing—will be awarded the second annual humanitarian award by the Variety Clubs of America, it has been announced here.

She is Martha Berry, Founder and Director of the Berry Schools in Mount Berry, Ga., an institution in the red clay hills of the southern state that grew from a log cabin Sunday School to a fully accredited college "with the world's largest campus."

The award, carrying with it a citation for "the most outstanding achievements for human welfare within the year 1939" and a silver plaque with "an intrinsic value of $1,000," will be presented to Miss Berry in Dallas, Texas, April 19.

His Thesis Recorded On Discs; Cheaper

PRINCETON, N. J. — A Princeton University junior, Frederick L. Ferris, Jr., of Pennington, turned in to professors a 20,000-word thesis on "geology of New Jersey" recorded on phonograph records instead of being typed.

Ferris said he saved $8 by having the treatise put on 10 12-inch discs, 1000 words to a side. Typing would have cost $18, the records $10. The student correlated his treatise-lecture with a set of maps to be consulted by the listener.

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YOUTH ADMINISTRATOR ADVISES WORK, SCHOOL CO-ORDINATION

CAMBRIDGE, MASS. — Aubrey W. Williams, administrator of the National Youth Administration, recently urged a reorganization of the American educational system to co-ordinate schooling processes and actual manual labor.

Delivering Harvard's annual Inglis lecture at Fogg Art Museum, he pleaded for more democracy in educational opportunity and scored what he described as overemphasis on a strict division between vocational and academic education.

He declared the bulk of work henceforward, because of the nature of our modern economy, would be manual labor, "not in the sense of back-breaking labor, but in the sense of machine tenders, on the farms, in the factories or in the service and distributive occupations."

"I am personally of the opinion," he said, "that the world would be a more comfortable and pleasant place to live if every one—male and female—knew how to wield a hammer, a paint brush, a skillet, a needle, a hoe, and a broom, at the very least."

Calling for an early introduction of "constructive activities" into the educational system, he advised students to work at home, at school and for the benefit of the general public.

"The world of the schoolroom and the world of the workshop are no longer separated by an unbridgable gulf," he said. "The period of schooling will lead in a normal continuous way to the work experience and personal adjustments of adult life without the present breaks and interruptions."

Williams estimated there are 4,000,000 youth between the ages of 15 and 24 who now are seeking work.

State To Operate Parnassus on Wheels

GREAT BARRINGTON, MASS. — The state's first library on wheels begins operating soon in Berkshire county. The "Bookmobile's" service to remote towns in the western part of the state will be made possible through the cooperation of the Massachusetts Library Association, the state department of education and the state-wide WPA library service project.

The vehicle, with a capacity of 800 books and a special body for book display, is being lent to the state by the Library Association.

Girls Prefer B.A. To Title of Mrs.

AUSTIN, TEXAS. — Co-eds at the University of Texas prefer a B.S. or B.A. after their names to a Mrs. in front. Rumor that they go to college to get married hadn't a leg to stand on after a poll taken among seniors by Mrs. Kathleen Bland, assistant dean of women.

Sixty representative seniors were queried. If their wishes come true, 85 per cent will work the first year after they leave college; 10 per cent will marry and 5 per cent will go home.

Most of the 85 per cent seek careers in journalism or business administration. Teaching ranked next and after that home economics and science in popular choice.

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Book Reviews

Mankind to Date

ACROSS THE AGES. THE STORY OF MAN'S PROGRESS. By Louise I. Capen.—New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

The times are out of joint, no doubt, and many hearts, both young and old, are troubled over the future. What is more timely then than a book like this "Across the Ages," whose sub-title, "The Progress of Mankind," aptly suggests the encouragement to be drawn from the long view backward?

And it is true progress in civilized living, in the arts, in education, in religion, as well as in the ability to produce more conveniences and comforts and to communicate and transport more speedily, that the author, Dr. Louise I. Capen, chiefly writes about. Wars and warlike developments, while not treated as non-existent, are relegated to subordinate position and not glorified.

Arrangement of subject matter is by pure units, eighteen in all. Each unit makes a complete and fascinating story of some phase of human development.

The style is straightforward and clear and employs short sentences. An amazing amount of historic information is conveyed in quite an uncluttered way. Of course the problem of what to select for such a text, to be used by high school students, is one which the author has had to solve in accordance with her own best judgment. That judgment appears to have been well based and discriminating. Happily there has been a willingness to omit the non-essential.

Students of world history who follow the guidance furnished by this text will come to the present day with a sense of perspective and perchance a keener realization that the first half million years have been the hardest.

Socialized Living

BUILDING OUR LIFE TOGETHER. By Joseph I. Arnold and Dorothy J. Banks.—Evanston, New York, San Francisco: Row, Peterson and Company.

What are "The Purposes of Education in American Democracy?" A recent report of the Education Policies Association of the National Education Association and the American Association of School Administrators is devoted to an effort to answer this far-reaching question. Their study is grouped around four great groups of objectives, namely: self-realization, human relationship, economic efficiency and civic responsibility. The authors and editors of *Building Our Life Together* have kept these objectives definitely in mind in the preparation of the book, its genuine contribution to all four groups being highly apparent. This means that the volume is not a typical high school text in government, although it has four excellent units dealing with this phase of the general subject. In the light of the fundamental objectives we naturally expect to find a strong emphasis upon economic and social problems and are not disappointed. It is most distinctly a student-centered book. Probably its outstanding characteristic is the skill with which all of the material is written from the point of view of the student's experience.

The format of the book is interesting and attractive. It is unusually rich in illustrations, there being an average of one for every two and one-half pages. The line drawings are original and challenging and include many pictographs and cartoons. Appended to the chapters are "Problems and Cooperative Activities." These are by no means the least valuable part of the work. The vocabulary studies in this connection are especially worthy of attention. Such a volume is good reading for any of us and will be found to be highly stimulating to the boys and girls for whom it is written.

Everybody's Business

UNDERSTANDING AMERICAN BUSINESS. By Humphrey B. Neill in Collaboration with Howard M. Cool. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

The great majority of young people step out of school into the world of business without the faintest idea of what business is all about or how it operates.

"Understanding American Business" is intended to make this passage from school to business more intelligent and therefore safer for the individual and for society. The book is not a treatise on economics, although it conveys many economic truths and principles. The author is describing the elements of business and in so doing he uses concrete illustrations rather than abstractions of thought or language.

Place should be found in the general course of every high school in America for the kind of business preview given so clearly and practically in this attractive volume. It is not over the heads of average or slightly below average boys and girls. Yet it can be studied by the most intelligent without any feeling that it is too simple.

A pertinent sidelight on the preparation of this text is contained in the fact that its author had access to the files and archives of the National Better Business Bureau, which, with its sity affiliated local bureaus, receives every year some half million queries and complaints from people whose ignorance of business matters is in many instances astonishing.

Glimpses of Self Government

DEMOCRACY AT WORK. E. B. Fincher, Westwood, N. J.; Russell E. Fraser, East Orange, N. J. and William G. Kimmel. — Philadelphia, Chicago, Atlanta, Los Angeles, Dallas, Toronto: The John C. Winston Company.

This text for junior high schools by Fincher, Fraser and Kimmel illustrates the modern handling of civics quite forcibly. The volume, "Democracy at Work," was evidently written to captivate the pupil by making use of stories in which he may imagine himself the chief actor. The device is skilfully employed with the definite purpose of implanting important facts and concepts.

The five units of the book are: The Student as a Community Member, The Community as a Service Organization, The Increasing Number of Community Services, Making a Living in the Community, and Governing the Community. These captions give only the barest outline of a book which in its lively chapter headings and narratives, its stimulating questions and frank discussions of public problems, ought to help greatly in the making of adult citizens who are familiar with democratic ideals and practical goals and ready to do their parts to attain them. While the tone of the book is constructive, there is no glossing over of defects in the

American system, no arbitrary prescriptions for the remedy of existing ills. Suggested remedies are named and their claims to attention are studied, but pupils are left free to form their own conclusions as members of a democracy must and should be.

Geography for Juveniles

"Home Life in Far Away Lands. By Wallace W. Atwood and Helen Goss Thomas.—Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco, London: Ginn and Company.

"Home Life in Far Away Lands"—now in revised edition incorporating many minor improvements along with changes that bring it up to date—makes geography a live adventure. The child is introduced at once to children of his own age whose lives are passed in homes and homelands very different from his own. He is led to see the reasons for many of these differences. And thus before he knows what has happened to him he has entered the portals of this engaging, composite science of man's relation to the earth which he inhabits.

The story is told in clear and simple English. Maps are stripped of irrelevant matters. Illustrations are abundant and closely linked with the type text. In unit arrangement, forewords, summaries, queries and quizzes, in motivation and re-motivation, and in the amount of geographic fact and understanding which it offers—this introductory volume of the well-known Atwood series represents a real achievement.

A "Math" Merger

Senior Mathematics for High Schools. By Virgil S. Mallory and Howard F. Fehr.—Chicago, Boston: Benj. H. Sanborn & Company.

Those walls of Jericho that have so long separated mathematics into distinct areas such as algebra, geometry, trigonometry, analytics and calculus are gradually crumbling.

Some of those walls have already fallen, especially in the junior high school and in freshman classes in certain colleges. Now comes a lively trumpet call to overthrow the barriers in the senior high school.

"Senior Mathematics" is an enthusiastic and at the same time mature and well-generaled attack. The integrating force is, naturally, the functional concept. Without this concept, much of higher mathematics is but dimly understood and the study becomes little more than drill in the use of rules and formulae. But once let the student grasp the elusive functional idea and he sees more clearly what he is doing and why he is doing it, and grows in mathematical power accordingly.

The book bears evidence of careful authorship with an eye to awakening and holding pupil interest. The text was submitted to classroom testing before publication. Its scope is such as to meet the Gamma requirements of the College Entrance Examination Board in all but solid geometry, which is not included, although bits of integral calculus are. Introduction of each principle or concept is done with admirable skill and clarity. The average student should be able to make good headway in this text without the teacher's help.

Thing, Speak, Write

Thought and Expression. Book I. By Charles Swain Thomas; Myra Adeline Paine; Nelle Glover Ensweiler. New York, Chicago, Boston, Toronto: Longmans, Green and Company.

The wording of the title, "Thought and Expression," indicates quite clearly the concept of the authors that intelligent working of the mind must precede each attempt at oral or written English, if results are to be more than merely superficial.

Book I, the volume just issued, is addressed to pupils of junior high school age. It is broad in scope and comprehensive in content. It is dignified without coldness. It deals unshrinkingly with the technical details that all must master in order to speak or write with any degree of pleasure or assurance. The pupil is told with frankness that these techniques are means to an end, not ends in themselves.

Suggested assignments throughout the book are varied, abundant and well suited to the interests and capacities of boys and girls.

On the whole the new text which Dr. Charles Swain Thomas and his coauthors have written represents a fresh and promising approach to the teaching of effective English.

Safety Plays

Rehearsal for Safety. A Book of Safety Plays. By Fannie Venable Cannon. New York: E. P. Dutton & Company, Inc.

A little book of a hundred needful cautions is this "Rehearsals for Safety." But instead of a dull and unimpressive listing of what one should or shouldn't do if one is to avoid accidents, here are a half dozen one-act plays—not mere dialogs but eventful scenes that are sure to hold attention and make plain many a lesson. The playlets are for pupils of elementary and junior high school ages. Only a minimum of scenery and accessories is required. In fact, the scenery can be dispensed with if desired.

Safety indoors and out is the one purpose interwoven through these episodes. Included are warnings about rusty nails, loose matches, littered floors, defective electric wiring, poor housekeeping, playing ball in the street, using a chair as a step-ladder, throwing fruit skins on sidewalk, running with object in mouth and many others.

Following each of the plays is a set of questions to aid the teacher in leading a discussion of the dangers and avoidances depicted. This is one of the most comprehenisve and most potent of the safety texts now available for middle-graders. Adults themselves will learn some useful points from seeing these dramas enacted.

Reading for Pleasure

Growth in Reading. Book Two. By Robert C. Poley and Fred G. Walcott. William S. Gray, Reading Director.—Chicago, Atlanta, Dallas, New York: Scott, Foresman and Company.

"To enjoy, to understand, to become good readers." This is the slogan at the top of the title page of the volumes of the *Growth in Reading* books. It gives us an insight into the purpose which the authors have had in mind in selecting and editing the material. Their primary idea has been to provide children with reading matter having to do with the things which they enjoy and understand. Consequently, the book is full of everyday experiences. Among the subjects represented are sports, radio, movies, adventure and people.

The book, though, is more than another collection of material. It is a text in reading, prepared with the avowed intention of developing technical skill and making literature an exciting experience. The double-column pages with large, clear type are conducive to the encouragement of speed. There are numerous pictures, including many photographs. It is entirely safe to prophesy that children will like this book.

DIRECTORY OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

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Publishers of Song Books; Choral and Orchestral Music; Operettas

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Pictures and Prints

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The Medici Prints and other educational series

Typewriters

Underwood Elliott Fisher Inc.
1 Park Avenue, New York, N. Y.

EDUCATIONAL HORIZONS

(*Continued from page 98*)

today. Student opinion surveys of America recently plied a cross section of American college students with this question: "Should Congress allow Finland to use her war debt payment?" For the country as a whole, the answer was 62 per cent "yes" and 38 per cent "no". . . . At Americus, Georgia, students have completed a research into human fears. Strangely enough "war" is not listed. This is the list: snakes, drunks, water, wild animals, mad dogs, fire, stormy weather, reckless driving, and high altitudes. . . . Usually state departments of instruction do the investigating. But the tables are turned with the publication of *State Personnel Administration* by the Advisory Committee on Education. The volume indicates that only 20 of the 48 states have set up professional qualifications for their chief school executives. Their salaries in 1938 ranged from $2400 to $15,000. In only 9 states did the state superintendents have doctors' degrees. In 36 states these officers are elected, in all others they are appointed by the governor, or by the state board of education. Only certain Western states preferred women for this position, viz, Colorado, Iowa, Montana, and Nevada. . . . A nationwide survey of 41,000 college graduates proves beyond reasonable doubt the economic value of higher education. Ninety-six per cent of them are now gainfully employed, still studying, or are married women. Only one-and-a-half per cent have been on public relief at any time. The average salary one year out of college is $1,321 and for those who were graduated years ago is $2,416.

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Grins Between Grinds

BLACKOUT

Two Irishmen who occupied an eighth-floor flat were unable to sleep Sunday mornings as the sun shone in the windows and woke them up too early. So they painted the windows black and when they woke up they realized they would be late for work, as it was 8:15. They rushed to their jobs and the foreman looked at them in bewilderment.

Said Pat: "Faith, and what's the matter, boss? We're only 20 minutes late."

Said the foreman: "Twenty minutes? Where were you on Monday and Tuesday?"

* * *

LOCATED AT LAST

Two Georgia darkeys were discussing the financial condition of the country. They didn't agree.

"You's all wrong," one vociferated. "Dey ain't no money sho-tage. Ah asked mah bankuh is he out o' money and he tuk me in de vault and showed me piles an' piles o' money. And ah says could he let me have a little. And he says he sho' could, has ah any collat-rul? Ah hasn't. Now, dat's what's de mattuh wid dis country. Dey's plenty o' money, but we's jest runnin' sho't on collat-rul."

PROOF POSITIVE

Would-Be Advertiser: Are you certain that advertisements in your paper bring results?

Country Editor: Absolutely. Why, the last time a man advertised a lost dog, the dog walked in while the man was writing out the advertisement.

* * *

SUBMERGED

Father: Son, I want to talk to you. Your reports show you are not doing so well at school. You must do better this year.

Son: But, Dad, my grades are passing—although they are a little under water.

Father: What do you mean "under water"?

Son: Below "C" level.

* * *

THREE OF A KIND

Three slightly deaf men were motoring from the north to London in an old, noisy car, and hearing was difficult. As they were nearing the city, one asked:

"Is this Wembly?"

"No," replied the second, "this is Thursday."

"So am I," put in the third. Let's stop and have one."

HERE AND THERE

"With all due deference, my boy, I really think our English custom at the telephone is better than saying 'Hello' as you do."

"What do you say in England?"

"We say: 'Are you there?' Then, of course, if you are not there, there is no use in going on with the conversation."

* * *

COMPETITION

Harriet (coyly): Darling, do you think of me every minute of the day and night?

Alford: Sweetheart, I cannot tell a lie. Sometimes I do wonder who the Republicans will nominate for President.

* * *

COMMON HONESTY

At a Washington, D. C., parent-teacher association meeting, there was a discussion of the character education experiment which is being carried on in the schools of the nation's capital. A father from one of the government offices spoke against the plan thus: "What they need to do is to teach the children common honesty. I bring home pencils from the office for the children to take to school. I don't care because the pencils don't cost me anything, but my boy no sooner lays a pencil on the desk until someone comes along and steals it from him. Just let the schools teach common honesty and we won't need character education."